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Ontario. Legislative Assembly

SESSIONAL PAPERS

12 (A)

VOL. XXXI.—PART I.

FIRST AND SECOND SESSIONS,

NINTH LEGISLATURE

OF THE

PROVINCE OF ONTARIO.

45585
26/6/99

SESSIONS 1898-9.

TORONTO:
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1899.

LIST OF SESSIONAL PAPERS.

ARRANGED APHABETICALLY.

TITLE.	No.	REMARKS.
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Agricultural College, Report	18	"
Agricultural and Experimental Union, Report	19	"
Agricultural and Horticultural Societies, Report	36	"
Asylums, Report	11	"
Bee-Keepers Association, Report	24	*Printed.*
Birds and birds nests, collection of	71	*Not printed.*
Births, Marriages and Deaths, Report	32	*Printed.*
Blind Institute, Report	15	"
Butter and Cheese Associations, Report	27	"
Central Prison, Rope manufacture at	58	*Not printed.*
Childrens Protection Act, Report	17	*Printed.*
Common Gaols, Prisons, etc., Report	12	"
Corundum lands, O. in C	46	*Not printed.*
Crown Lands, Report	5	*Printed.*
Deaf and Dumb Institute, Report	16	*Printed.*
Deer, shooting of in water	70	*Not printed.*
Division Courts, Report	7	*Printed.*
Education, Report	2	*Printed.*
" Minutes of Department of	44	*Not printed.*
" Specialists' Certificates	66	*Printed.*
" Correspondence re Grant	69	*Not printed.*
Elections, Return from Records	1	*Printed.*
Entomological Society, Report	23	"
Estimates	4	"
Factories, Report	30	*Printed.*
Farmers Institutes, Report	29	"
Forestry, Clerk of, Report	73	"
" Commission, Report	35	"
Fruit Experiment Stations, Report	21	"
Fruit Growers, Report	20	"

TITLE.	No.	REMARKS.
Game and Fish Commission, Report	33	*Printed.*
Gaols, Prisons and Reformatories, Report	12	"
Grant Examination Papers	69	*Not printed.*
Health, Board of, Report	39	*Printed.*
Hospitals, Report	14	"
Immigration, Report	6	*Printed.*
Industries, Bureau of, Report	37	"
Insurance, Report	10	"
Judicature Act, Judges fees under	53, 54	*Not printed.*
Legal Offices, Report	31	*Printed.*
Librarian, Report on state of Library	51	*Not printed.*
Lincoln License Inspector	64	"
Lindsay Police Magistrate	67	"
Loan Corporations, Report	40	*Printed.*
London Normal School	56	*Not printed.*
Live Stock Associations, Report	28	*Printed.*
McCrea, Hiram Augustus	57	*Not printed.*
Marmora, Miller's Report *re* gold	68	"
Michipicoten Mining Division	49	"
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" amended regulations	48	"
" Michipicoten	49	"
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Ontario County, cases in Court of	77	*Not printed.*
Ontario Gold Concessions, Report	80	*Printed.*
Police Magistrates, names of	76	*Not printed.*
Poultry Associations, Report	25	*Printed.*
Printing Paper Contract	61	*Not printed.*
" papers and correspondence	65	"
Provincial Municipal Auditor, Report	41	*Printed.*
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Public Works, Report	9	"
Queen Victoria Niagara Falls Park, Report	34	*Printed.*

Title.	No.	Remarks.
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Secretary and Registrar, Report	79	*Printed.*
Spraying, Report on	22	"
Statute distribution	55	*Not printed.*
Stunden, Alfred, fees of	72	"
Sturgeon Falls Pulp Co'y. Agreement	74	*Printed.*
Surrogate Court, fees to Judges	53	*Not printed.*
" "	54	"
Tavern and Shop Licenses, Report	8	*Printed.*
Timber berths sold since March, 1898	63	*Not printed.*
Titles, Master of, Report	59	"
Toronto University, Reports	50	*Printed.*
Upper Canada College, Hodgsons Report	42	*Not printed.*
" appointments	43	"
" Principals Report	60	*Printed.*
Water Powers, regulations	45	*Not printed.*
Waterloo House of Refuge, Report	52	"

LIST OF SESSIONAL PAPERS.

Arranged in Numerical Order with their titles at full length; the dates when Ordered and when presented to the Legislature; the name of the Member who moved the same, and whether Ordered to be Printed or not.

CONTENTS PART I.

No. 1.. Return from the Records of the General Election to the Legislative Assembly in 1898, shewing : (1) The number of Votes polled for each Candidate in each Electoral District in which there was a contest. (2) The majority whereby each successful Candidate was returned. (3) The total number of Votes polled in each District. (4) The number of Votes remaining unpolled. (5) The number of names on the Voters' List in each District. (6) The population of each District as shown by the last Census. Presented to the Legislature, 3rd August 1898, and also :—Return from the Records since the General Election to the Legislative Assembly in 1898, shewing :—(1) The number of Votes polled for each Candidate in each Electoral District in which there was a contest. (2) The majority whereby each successful Candidate was returned. (3) The total number of Votes polled in each District. (4) The number of Votes remaining unpolled. (5) The number of names on the Voters' List in each District. (6) The population of each District as shown by the last Census. Presented to the Legislature 1st February 1899. *Printed.*

No. 2.. Report of the Minister of Education for the year 1898, with the Statistics of 1897. Presented to the Legislature 3rd March, 1899. *Printed.*

CONTENTS PART II.

No. 3.. Public Accounts of the Province for the year 1898. Presented to the Legislature 8th February, 1899. *Printed.*

No. 4.. Estimates for the year 1899. Presented to the Legislature 8th February 1899. *Printed.* Estimates (supplementary) for the year 1899. Presented to the Legislature 30th March, 1899. *Printed.*

No. 5.. Report of the Commissioner of Crown Lands for the year 1898. Presented to the Legislature 22nd March, 1899. *Printed.*

CONTENTS PART III.

No. 6.. Report of the Department of Immigration for the year 1898. Presented to the Legislature 17th March, 1899. *Printed.*

No. 7 . Report of the Inspector of Division Courts for the year 1898. Presented to the Legislature 23rd February, 1899. *Printed.*

No. 8 . . Report on the working of the Tavern and Shop Licenses Acts for the year 1898. Presented to the Legislature 15th February, 1899. *Printed.*

No. 9 . . Report of the Commissioner of Public Works for the year 1898. Presented to the Legislature 23rd February, 1899. *Printed.*

No. 10 . . Report of the Inspector of Insurance and Registrar of Friendly Societies for the year 1898. Presented to the Legislature 27th February, 1899. *Printed.*

CONTENTS PART IV

No. 11 . . Report upon the Lunatic and Idiot Asyslums for the Province for the year ending 30th September, 1898. Presented to the Legislature 23rd February, 1899. *Printed.*

No. 12 . . Report upon the Common Gaols, Prisons and Reformatories of the Province for the year ending 30th September, 1898. Presented to the Legislature 17th March, 1899. *Printed.*

No. 13 . . Report upon the Houses of Refuge and Orphan and Magdalen Asylums of the Province for the year ending 30th September, 1898. Presented to the Legislature 29th March, 1899. *Printed.*

No. 14 . . Report upon the Hospitals of the Province for the year ending the 30th September, 1898. Presented to the Legislature 27th March, 1899. *Printed.*

No. 15 . . Report upon the Institution for the Education of the Blind, Brantford, for the year ending 30th September, 1898. Presented to the Legislature 8th February, 1899. *Printed.*

No. 16 . . Report upon the Institution for the Education of the Deaf and Dumb, Belleville, for the year ending 30th September, 1898. Presented to the Legislature 8th February, 1899. *Printed.*

No. 17 . . Report of the Work under the Children's Protection Act for the year 1898. Presented to the Legislature 23rd February, 1899. *Printed.*

CONTENTS PART V

No. 18 . . Report of the Ontario Agricultural College and Experimental Farm for the year 1898. Presented to the Legislature 14th March, 1899. *Printed.*

No. 19 . . Report of the Agricultural and Experimental Union of Ontario for the year 1898. Presented to the Legislature 22nd March, 1899. *Printed.*

No. 20.. Report of the Fruit Growers' Association of Ontario for the year 1898. Presented to the Legislature 22nd March, 1899. *Printed.*

No. 21.. Report of the Fruit Experiment Stations of Ontario for the year 1898. Presented to the Legislature 22nd March, 1899. *Printed.*

No. 22.. Report of the Superintendent of Spraying for the year 1898. Presented to the Legislature 17th March, 1899. *Printed.*

No. 23.. Report of the Entomological Society of Ontario for the year 1898. Presented to the Legislature 22nd March, 1899. *Printed.*

No. 24.. Report of the Bee Keepers' Association for the Province for the year 1898. Presented to the Legislature 22nd March, 1899. *Printed.*

No. 25.. Report of the Poultry and Pet Stock Association of the Province for the year 1898. Presented to the Legislature 22nd March, 1899. *Printed.*

CONTENTS PART VI

No. 26.. Report of the Provincial Instructor in Road Making in Ontario for the year 1898. Presented to the Legislature 22nd March, 1899. *Printed.*

No. 27.. Report of the Butter and Cheese Associations of the Province for the year 1898. Presented to the Legislature 22nd March, 1899. *Printed.*

No. 28.. Report of the Live Stock Associations of the Province for the year 1898. Presented to the Legislature 22nd March, 1899. *Printed.*

No. 29.. Report of the Superintendent of Farmers' Institutes of the Province for for the year 1898. Presented to the Legislature 22nd March, 1899. *Printed.*

CONTENTS PART VII.

No. 30.. Report of the Inspectors of Factories for the Province for the year 1898. Presented to the Legislature 22nd March, 1899. *Printed.*

No. 31.. Report of the Inspector of Legal Offices for the year 1898. Presented to the Legislature 10th March, 1899. *Printed.*

No. 32.. Report upon the Registration of Births, Marriages and Deaths in the Province for the year 1897. Presented to the Legislature 27th February, 1899. *Printed.*

No. 33.. Report of the Ontario Game and Fish Commission. Presented to the Legislature 17th March, 1899. *Printed.*

No. 34.. Report of the Commissioners for the Queen Victoria Niagara Falls Park for the year 1898. Presented to the Legislature 24th February, 1899. *Printed.*

No. 35.. Report of the Royal Commission on Forest Protection and Perpetuation in Ontario, 1898. Presented to the Legislature 25th March, 1899. *Printed.*

No. 36. Analysis of Reports of Agricultural and Horticultural Societies of Ontario for the year 1897. Presented to the Legislature 22nd March, 1899. *Printed.*

CONTENTS PART VIII.

No. 37.. Report of the Bureau of Industries for the year 1898. Presented to the Legislature 22nd March, 1898. *Printed.*

No. 38.. Report of the Bureau of Mines for the year 1898. Presented to the Legislature 29th March, 1899. *Printed.*

No. 39.. Report of the Board of Health for the year 1898. Presented to the Legislature 28th February, 1899. *Printed.*

CONTENTS PART IX.

No. 40.. Report of the Financial Statements made by Loan Corporations for the year 1898. Presented to the Legislature 29th March, 1899. *Printed.*

No. 41.. Report of the Provincial Municipal Auditor for the year 1898. Presented to the Legislature 20th February, 1899. *Printed.*

CONTENTS PART X.

No. 42.. Report of Mr. Inspector Hodgson regarding Upper Canada College. Presented to the Legislature 10th August, 1898. *Not printed.*

No. 43.. Copy of Order in Council approving of certain appointments on the Staff of Upper Canada College. Presented to the Legislature 10th August, 1898. *Not printed.*

No. 44.. Copy of Minutes of the Department of Education approving of certain Regulations. Presented to the Legislature 10th August, 1898. *Not printed.*

No. 45.. Copy of an Order in Council approving of Regulations governing the disposal of Water Powers. Presented to the Legislature, 19th August 1898. *Not printed.*

No. 46.. Copy of an Order in Council respecting the terms and conditions governing the lease of Corundum Lands. Presented to the Legislature 19th August, 1898. *Not printed.*

No. 47.. Copy of an Order in Council approving of Regulations for Mining Divisions. Presented to the Legislature, 24th August, 1898. *Not printed.*

No. 48... Copy of an Order in Council approving of certain amendments to the Regulations for Mining Divisions. Presented to the Legislature, 24th August, 1898. *Not printed.*

No. 49.. Copy of an Order in Council establishing the Michipicoten Mining Division. Presented to the Legislature, 24th August, 1898. *Not printed.*

No. 50.. Reports relating to Toronto University. Presented to the Legislature, 2nd March, 1899. *Printed.*

No. 51.. Report of the Librarian on the state of the Legislative Library. Presented to the Legislature, 2nd February, 1899. *Not printed.*

No. 52.. Report of the Inspector of the House of Refuge, County of Waterloo. Presented to the Legislature, 8th February, 1899. *Not printed.*

No. 53.. Copy of Order in Council respecting the payment of surplus Surrogate Court Fees to Judge Jamieson. Presented to the Legislature, 8th February, 1899. *Not printed.*

No. 54.. Copies of Orders in Council commuting Surrogate Court Fees of Judges Huges, Barron, Elliott, Doyle, Monck and Mosgrove. Presented to the Legislature, 8th February, 1899. *Not printed.*

No. 55.. Statement as to the disposal of the Sessional and Revised Statutes of Ontario. Presented to the Legislature, 8th February, 1899. *Not printed.*

No. 56.. Return to an Address to His Honour the Lieutenant-Governor of the tenth day of August, 1898, praying that he will cause to be laid before this House a Return of copies of all Orders in Council, correspondence and other documents relating to the deciding upon, and purchase of a site in the City of London for the proposed Normal School. Presented to the Legislature, 14th February, 1899. Mr. *Hodgens. Not printed.*

No. 57.. Return to an Order of the House of the seventeenth day of August, 1898, for a Return of copies of all correspondence and papers relating to, or connected with, the confinement of Hiram Augustus McCrea in the Asylums at Kingston amd Brockville, and his release therefrom. Presented to the Legislature, 17th February, 1899. Mr. *Beatty* (*Leeds.*) *Not printed.*

No. 58.. Copy of an Agreement between the Inspector of Prisons and Public Charities and the Independent Cordage Company of Ontario (Limited), respecting the manufacture of Rope at the Central Prison, Toronto. Presented to the Legislature, 20th February, 1899. *Not printed.*

No. 59.. Report of the Master of Titles for the year 1898. Presented to the Legislature, 23rd March, 1899. *Not printed.*

No. 60.. Report of the Principal of Upper Canada College for the year ending 30th June, 1898, and statements shewing receipts and disbursements for the same period. Presented to the Legislature, 23rd February, 1899. *Printed.*

No. 61.. Copy of Contract, between Her Majesty the Queen and the Riordan Paper Company, for the supply of printing paper required by the Government of the Province of Ontario. Presented to the Legislature, 23rd February, 1899. *Not printed.*

No. 62.. Return to an Order of the House of the seventeenth day of August, 1898, for a Return showing the number of saw-logs cut during the winter of 1897-1898 on the limits of the Georgian Bay and on Lakes Huron and Superior, which were driven to either of said lakes; the quantity cut in Provincial mills, and the quantity of exported uncut. Presented to the Legislature, 23rd February, 1899 Mr. *Bowes* (Haldimand). *Not printed.*

No. 63.. Return to an Order of the House of the twenty fourth day of August, 1898, for a Return of copies of all correspondence between any member of the Government or representative thereof, and any party or parties, respecting the purchase of any timber berth that may have been sold since March 1st, 1898. Presented to the Legislature, 28th February, 1899. Mr. *Wardell.* *Not printed.*

No. 64.. Return to an Order of the House of the twenty-second day of February, 1899, for a Return of copies of all correspondence between any member of the Government and the License Inspector for the County of Lincoln, and any other person or persons, referring to or respecting the alleged connection of the Inspector with the business of cigar manufacture. Presented to the Legislature, 28th February, 1899. Mr. *Jessop.* *Not printed.*

No. 65.. Return to an Order of the House of the seventeenth day of February, 1899, for a Return of copies of all papers and documents in relation to the proposed contract for public printing, including specifications, tenders and a comparative statement shewing the different tenders for each item of the specification and the estimate of quantities required. Also, the total estimated amount of each tender. Also, of copies of all correspondence, if any, between the Queen's Printer and the heads of Departments as to preparation of specifications for contract for public printing. Also, of all reports, if any, of expert printers as to details of said specifications and also of all other correspondence appertaining thereto, or to the letting of the contract or conditions required from the contractor. Presented to the Legislature, 3rd March, 1899. Mr. *Matheson.* *Not printed.*

No. 66.. Return to an Order of the House of the twenty-sixth day of February, 1897, for a Return giving the names of all High School Teachers who have received Specialists' Certificates since 1885 as the result of examinations. The names of such teachers who received Specialists' Certificates on any other ground, stating the year in

which such certificate was granted, on what grounds, and the University standing of the recipient. Names of all applicants for such certificates who have been refused them, and on what grounds such refusal was based. Presented to the Legislature, 9th March, 1899. Mr. *Matheson.* *Printed.*

No. 67.. Return to an Order of the House of the twenty-seventh day of February 1899, for a Return of copies of all correspondence between the Government or any member thereof, and the Corporation of the Town of Lindsay, with reference to the appointment of a Police Magistrate and the salary to be paid him Also, copy of Order in Council appointing Police Magistrate at Lindsay. Presented to the Legislature, 9th March, 1899. Mr. *Fox.* *Not printed.*

No. 68.. Return to an Order of the House of the eighth day of March, 1899, for a Return of a copy of Miller's Report as to discovery of gold in the Township of Marmora, the same to be brought down during the present Session. Presented to the Legislature, 10th March, 1899. Mr. *McLaughlin.* *Not printed.*

No. 69.. Return to an Order of the House of the fifteenth day of December, 1897, for a Return of copies of all correspondence between the Minister of Education, or any official in the Department and Mr. Stewart of Glencoe, or any other person, in reference to the case of C. C. Grant of St. Thomas, who was charged with having obtained copies of the examination papers before the Matriculation Examination in 1896. Presented to the Legislature, 13th March, 1899. Mr. *Brower.* *Not printed.*

No. 70.. Return to an Order of the House of the sixth day of March, 1899, for a Return giving the number of circular letters, sent from the office of the Chief Game Warden, soliciting answers to a series of questions as to shooting deer while in the water. The names, addresses, occupations or professions of those to whom such circulars were addressed. Also, shewing the amount of money received from the sale of permits to kill deer during the season of 1898. Also, shewing balance left after paying salaries of Game Wardens, all expenses of offices and all moneys paid to or on behalf of Game and Fish Commissioners during the year 1898, in so far as the information is not contained in the Report of the Department. Presented to the Legislature, 21st March, 1899. Mr. *Pyne.* *Not printed.*

No. 71.. Return to an Order of the House of the sixth day of March, 1899, for a Return, giving the names, addresses, occupations or professions of all persons to whom permits were granted, during the year 1898 to collect birds, birds nests and eggs under provisions of the Act of 1889 for the protection of insectivorous and other birds. Also, of renewals and new permits which have been granted during the current year. Also, shewing number of convictions for violations of the Act during the year 1898, and specifying localities. Presented to the Legislature, 21st March, 1899. Mr. *Pyne.* *Not printed.*

No. 72.. Return to an Order of the House of the sixth day of March, 1899, for a Return, shewing all fees paid to Alfred Stunden, a constable of the Town of Bracebridge, in connection with the enforcement of the Game Laws of the Province. Presented to the Legislature, 21st March, 1899. Mr. *Reid (Addington.)* *Not printed.*

No. 73.. Report of the Clerk of Forestry for the year 1898. Presented to the Legislature, 25th March, 1899. *Printed.*

No. 74.. Copy of Agreement between Her Majesty the Queen and the Sturgeon Falls Pulp Company, Limited. Presented to the Legislature, 25th March, 1899. *Printed.*

No. 75.. Return shewing the Fees and Emoluments of the Registrars of Deeds of the Province for the year 1898, with which are contrasted receipts of the same nature in the years 1896 and 1897. Presented to the Legislature, 27th March, 1899. *Not printed.*

No. 76.. Return to an Order of the House of the eighth day of March, 1899, for a Return, shewing the number of Police Magistrates in Ontario, their names, residences, dates of appointment and territory over which they have jurisdiction, and shewing as well their respective salaries. Presented to the Legislature, 27th March, 1899. Mr. *Fox.* *Not printed.*

No. 77.. Return to an Order of the House of the ninth day of March, 1899, for a Return shewing the number of cases entered in the County Court of the County of Ontario for the past five years: the amount of money collected through the Sheriff during the same period and shewing as well the number of cases entered in the Division Court of the same County during the past five years, and the amount of money collected in the Court during the same period. Also, shewing the number of cases that went to trial in each Court respectively. Together with a statement of the number of cases heard or tried in the County Judges Criminal Court, the number of days in which the County Judge was engaged in revising voter's lists, in attending board of audit criminal justice accounts, the selection of jurors, and in the performance of duties under the Overholding Tenants Act and in the performance of other duties imposed upon him by law during the said period Presented to the Legislature, 27th March, 1899. Mr. *Hoyle* and *Attorney-General.* *Not printed.*

No. 78.. Correspondence and general information in respect of the application for grants of public money in aid of the construction of certain portions of the Central Counties Railway, the Central Ontario Railway, the Haliburton, Whitney and Mattawa Railway, the Irondale, Bancroft and Ottawa Railway, the James' Bay Railway, the Ontario, Belmont and Northern Railway, the Ontario and Rainy River Railway, and the Ontario, Hudson's Bay and Western Railway. Presented to the Legislature, 29th March, 1899. *Printed.*

No. 79.. Report of the Secretary and Registrar of the Province for the year 1898. Presented to the Legislature, 29th March, 1899. *Printed.*

No. 80.. Report on the operations of the Ontario Gold Concessions, Limited. Presented to the Legislature, 29th March, 1899. *Printed.*

No. 81.. Report of the Attorney-General upon the indebtedness of the Townships of Dunwich and Aldborough in respect of certain drainage works. Presented to the Legislature, 31st March, 1899. *Not printed.*

RETURN

From the Records of the General Election to the Legislative Assembly in 1898, shewing :—(1) The number of Votes polled for each candidate in each Electoral District in which there was a contest ; (2) The majority whereby each successful candidate was returned ; (3) The total number of votes polled in each District ; (4) The number of votes remaining unpolled : (5) The number of names on the Vote s' Lists in each District ; (6) The population of each District as shown by the last Dominion Census ; (7) Similar statements as to any Elections held since the General Election ; (8) A General Summary of Votes cast in each Electoral Division.

CHARLES CLARKE,

Clerk of the Legislative Assembly.

LEGISLATIVE ASSEMBLY,
TORONTO, 1898.

RETURN from the records of the General Election to the Legislative Assembly in 1898, etc.

Electoral District.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled for Each.		Voters in each Sub-Division.			Ballot Papers sent out, and how Disposed of in each Sub-Division.							Tendered Ballot Papers sent out and how disposed of in each Sub-Division.			Population in each Constituency, as shown by last Census.
				Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
		Reid.	Wartman.														
2 Addington..	Camden, Township—																
	Napanee Mills..No. 1	67	71	139	29	168	229	139	89	1	1	.....	.....	14	.....	14	
	Camden East.. " 2	90	27	117	27	144	194	117	77	....	....	.....	.....	13	.....	13	
	Colebrook..... " 3	75	92	167	21	188	224	167	57	....	....	.....	.....	10	.....	10	
	Moscow..... " 4	48	62	111	12	123	173	111	62	1	....	.....	.....	10	.....	10	
	East Enterprise. " 5	38	76	115	27	142	206	115	91	1	....	.....	.....	11	4	7	4,745
	West " " 6	70	48	119	10	129	180	119	61	1	....	.....	.....	10	.....	10	
	Croydon..... " 7	68	58	126	27	153	204	126	78	....	....	.....	.....	12	.....	12	
	Hinch..... " 8	43	47	90	30	120	130	90	40	....	....	.....	.....	10	.....	10	
	Milsap..... " 9	38	31	69	17	86	104	69	35	....	....	.....	.....	10	1	9	
	Centreville .... " 10	600— 63	561— 49	112	9	121	155	112	42	....	1	.....	.....	15	4	11	
	Newburgh, Village—																
	Finkle's Hall.... " 1	96 — 96	57— 57	153	29	182	226	153	72	....	1	.....	.....	22	.....	22	648
	Sheffield Township—																
	Erinsville..... " 1	23	117	140	45	185	219	140	79	....	....	.....	.....	23	1	22	
	West Tamworth. " 2	93	46	139	20	159	191	139	51	....	1	.....	.....	18	7	11	2,355
	Town Hall " " 3	93	52	146	30	176	216	146	70	1	....	.....	.....	21	.....	21	
	Black's Mills... " 4	235— 26	275— 60	86	35	121	155	86	69	....	....	.....	....	15	....	15	
	Denbigh, Abinger & Ashley Tps.—																
	Denbigh..... " 1	40	41	83	60	143	165	83	81	2	1	.....	.....	14	5	9	
	Vennachar ..... " 2	21	22	43	46	89	135	43	92	....	....	.....	.....	*	.....	.. ..	870
	Hartsmere ..... " 3	67 - 6	64 - 1	7	4	11	32	7	25	....	.	.....	....	5	5	....	
	Kaladar, Anglesea and Effingham Tp.—																
	Finton.....No. 1	68	69	140	83	223	266	140	126	3	....	.....	....	27	....	27	
	Cloyne..... " 2	16	32	48	31	79	106	48	56	....	....	.....	...	10	2	8	1,232

	North Brook.... " 3	111— 27	134— 33	60	38	98	129	60	69	....	...	.. ...	.....	12	.....	12	
	Barrie Township—																
	T'n Hall, Cloyne No. 1	42	46	88	47	135	175	89	86	1	....	.....	....	16	. ...	16	670
	Beech Corners... " 2	42— 0	53— 7	7	4	11	31	7	24	....	....	....	.....	6	....	6	
	Clarendon & Miller Tp—																
	Ilevna† .....No. 1	.....	.....	.....	.....	.....	.....	.....	.....	....	....	.....	.....	.....	.....	.....	929
	Ardoch ..... " 2	57— 57	11— 11	68	41	109	159	68	91	....	....	.....	....	14	.....	14	
	Palmerston & North & S. Canonto Tp—																
	Mississippi Sta'n No. 1	13	50	61	68	131	160	65	95	....	2	... ..	.....	14	.....	14	
	Town Hall..... " 2	23	25	48	39	87	116	48	68	....	....	....	.....	16	.....	16	
	Ompali ..... " 3	50 — 14	125 — 50	64	36	100	130	64	66	...	...	....	....	15	....	15	1,064
	Olden Tp—																
	Mountain Grove. " 1	135—135	81— 81	219	70	289	261	219	42	3	..	....	...	26	.....	26	
	Kennebec Tp—																
	Arden ... . " 1	138	23	163	59	222	264	163	101	2	2	....	.	56	27	29	1,428
	Dead Creek .... " 2	206 — 68	43 — 20	88	17	105	155	88	67	....	...	....	.....	15	6	9	
	Hinchinbrooke Tp—																
	Town Hall, Picadilly ..... " 1	58	26	84	24	108	146	84	62	..	....	.. ...	....	13	.....	13	
	Parham ..... " 2	72	42	114	23	137	161	115	46	1	...	.....	.....	17	3	14	
	Wilkinson .. ... " 3	2	30	32	13	45	60	32	28	....	...	....	.....	18	1	17	1,465
	Buckley's School House ..... " 4	152— 20	112— 14	34	22	56	100	34	66	....	...	.....	.....	17	.....	17	
	Oso Tp—																
	Sharbot Lake ... " 1	39	42	81	35	116	173	81	92	....	....	.....	.....	21	3	18	
	Crow Lake ..... " 2	18	14	32	13	45	183	32	151	....	....	.....	.....	18	.....	18	1,176
	Carendon Sta'n. " 3	150— 93	84— 28	123	54	177	232	123	109	2	....	.....	.....	22	4	18	
	Totals.....	1,901 1,600	1,600	3,518	1,195	4,714	6,115	3,513	2,614	19	9	....	.....	586	73	413	17,584
	Majority for Reid ..	301															
		Farwell.	Fell.														
Algoma, E..	Ward 1, South School House ...No. 1	10	30	40	82	122	120	40	80	....	....	... .	.....	10	... ..	10	.....
	Ward 2, East Korah School House " 2	46	19	66	71	136	140	65	73	1	....	1	.....	10	.....	10	.....
	Ward 3, West Korah School House " 3	31	21	52	53	105	120	52	68	...	....	.....	....	10	.....	10	..
	Ward 4, Base Line School House... " 4	32	10	44	31	74	92	42	48	2	.	....	....	10	.....	10	. ...
	Ward 1, Sault Ste. Marie .... " 5	107	99	208	185	391	300	206	90	2	2	....	....	15	1	14	.....

* No statement in Poll Book. † No Return made by Deputy Returning Officer in Poll Book.

RETURN from the Records of the General Election to the Legislative Assembly in 1898, etc.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled for each.		Voters in each Sub-Division.			Ballot Papers sent out and how Disposed of in each Sub-Division.							Tendered Ballot Papers sent out and how disposed of in each Sub-Division.			Population in each Constituency, as shewn by last Census.
				Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers Taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
		Farwell.	Fell.														
Algoma, E. —*Con*	Ward 2, Sau't Ste. Marie ..... No. 6	129	114	244	285	527	400	243	156	....	1	..	.....	15	.. ....	15	.. .
	Ward 3, Sault Ste. Marie ..... " 7	66	103	173	281	451	300	169	122	4	1	4	.....	15	1	14	.....
	Orchard S. H., Tp. N. Macdonald.. " 8	10	18	29	96	125	80	28	51	1	...	.....	.....	10	.....	10	.
	Hurley's S. H., Tp. S. Macdonald... " 9	25	31	56	70	125	80	56	24	....	....	.....	.....	5	....	5	.. .
	Bar River School House ..... " 10	43	27	73	42	114	120	70	47	3	..	....	..	10	1	9	.....
	Desert Lake School House ..... " 11	55	28	83	183	266	160	83	77	...	..	..	.....	10	....	10	...
	Temperance Hall, Tp. Tarbutt.... " 12	56	15	71	194	265	140	71	68	....	1		....	15	.....	15	.....
	Richard's Landing Village ..... " 13	44	54	98	169	267	150	98	51	....	1	.....	....	15	....	15	. ....
	Lyon's School H., Tp. St. Joseph.. " 14	12	28	41	226	267	50	40	9	....	1	.....	.....	15	....	15	...
	Tp. St. Joseph, Mountain S. H. " 15	23	12	35	232	267	50	35	15	....	....	....	.....	5	.....	5	.....
	Sec. 2 Jocelyn, Jocelyn School H... " 16	13	9	22	102	124	50	22	28	...	....	...	.....	5	....	5	.....
	Sec. 1 Jocelyn .... " 17	15	12	27	97	124	60	27	33	....	....	.....	.. ..	5	....	5	....
	Tenby Bay, Sec. 3, Jocelyn ..... " 18	14	17	33	92	124	50	31	17	2	....	... ..	....	5	...	5	.....
	Hilton ..... " 19	32	15	48	56	104	100	47	52	1	....		....	10	.....	10	.....
	Kaskawan School House .... " 20	18	16	34	70	104	40	34	6	....	....	.....	.....	10	.....	10	....
	Little Rapids S. H. " 21	56	57	115	43	157	120	113	5	2	....	.....	.....	10	1	9	.....

Thessalon	" 22	99	65	164	82	243	200	164	31	....	5	.....	....	10	.....	10	.....
Massie	" 23	78	70	151	126	277	280	148	126	3	3	.....	.....	15	5	10	.....
Webbwood	" 24	57	78	141	140	280	300	135	159	6	....	.....	.....	15	3	12	.....
Nairn Village	" 25	5	19	24	57	79	80	24	56	...	....	.....	.....	10	.....	10	...
Worthington Vil.	" 26	11	14	25	58	90	90	25	65	....	....	.....	.....	10	.....	10	....
Whitefish Village	" 27	7	26	33	126	158	160	33	127	....	....	.....	.....	15	....	15	.....
Rayside Town Hall	" 28	48	55	103	46	148	150	103	47	....	....	...	.....	15	.....	15	.....
Chelmsford	" 29	67	55	122	57	178	200	122	77	....	1	.....	.....	15	1	14	.....
Gore Bay	" 30	66	53	120	55	175	180	119	60	1	....	.....	.....	15	.....	15	.....
Gordon Tp. S. H. Sec. 1	" 31	40	97	138	94	232	220	137	82	1	....	... ..	... .	15	1	14	.....
Campbell S. H., Tp. Burpee	" 32	29	26	56	19	75	80	55	24	1	....	.....	.....	10	....	10	... .
Big Lake S. H., Tp. Sandfield	" 33	18	4	23	41	63	40	22	17	1	...	.....	.....	5	2	3	.....
Sandfield Mills S. H	" 34	12	6	18	45	63	30	18	12	....	....	.....	....	5	1	4	.....
W. Newman's Settlement, Tp. Sandfield	" 35	5	2	7	57	63	30	7	23	....	....	.....	.....	5	.....	5	... ..
Providence Bay	" 36	44	51	97	89	183	100	95	3	2	....	.....	.....	10	.....	10	.... .
Mindemoya Lake S. H., Lot 21, 4 con., Carnarvon Tp.	" 37	39	16	55	128	183	100	55	45	....	....	.....	.....	15	.....	15	.....
Michael's Bay	" 38	5	6	11	123	134	80	11	69	....	....	.....	.....	15	.....	15	.....
Blue Jay River S. H.	" 39	43	48	91	43	134	100	91	9	....	....	.....	....	15	2	13	.....
Manitowaning	" 40	111	120	233	85	318	320	231	87	2	....	.....	.....	15	2	15	.....
School House, Sec. 2, Howland	" 41	38	62	100	178	278	100	100	.....	....	....	.....	.....	10	.....	10	. ....
School House, Sec. 5, Howland	" 42	30	38	69	209	278	120	68	51	1	....	.....	.....	10	.....	10	... ..
Honora Bay, Graham's Settlement Howland	" 43	5	32	40	238	278	40	37	.....	3	....	.....	.....	5	.....	5	.....
Kagawong Village	" 44	67	40	111	47	158	160	107	49	4	....	.....	.....	10	4	6	.....
Little Current	" 45	67	62	129	58	187	200	129	71	....	....	....	.....	15	.....	15	.....
Cockburn Island, S. H. 1	" 46	20	15	35	6	39	40	35	5	....	....	.....	.....	5	.. ...	5	....
Bruce Mines	" 47	81	34	115	81	196	200	115	85	....	....	....	.....	15	.....	15	.....
Prince S. H., 2nd Line, Tp. Prince	" 48	15	14	30	51	81	80	29	50	1	....	.....	.....	10	1	9	.....
Missinabie Station	" 49	16	3	19	18	35	40	19	21	....	....	.....	.....	10	.....	10	.....
Chapleau Vil.	" 50	50	74	140	93	231	240	134	100	6	....	....	.....	15	1	14	.....
Biscotasing Vil	" 51	12	15	30	109	138	140	27	110	3	....	.....	.....	10	.....	10	.....
Geneva Lake Vil.	" 52	36	5	42	20	60	70	41	27	1	1	....	.....	5	.....	5	.....
Cartier Vil.	" 53	14	9	25	20	42	50	23	25	2	....	.....	.....	5	.....	5	.....
Findlay's Settlement S. H., Tp. Waters	" 54	8	13	21	6	27	30	21	9	....	....	.....	.....	5	.....	5	.....
Walford Village	" 55	25	31	56	60	116	120	56	64	....	....		.....	15	.....	15	.....

RETURN from the Records of the General Election to the Legislative Assembly in 1898, etc.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled for each.		Voters in each Sub-Division.			Ballot Papers sent out, and how Disposed of in each Sub-Division.							Tendered Ballot Papers sent out and how disposed of in each Sub-Division.			Population in each Constituency, as shown by last Census.
				Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers Taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
		Farwell.	Fell.														
Algoma, E. —*Con.*	Spanish Village .. No. 56	31	9	40	77	117	100	40	60	....	....	.....	.....	15	.... ..	15	.....
	Cutler Mills .. .... " 57	9	7	17	107	123	100	16	83	1	....	.....	.....	15	.....	15	.....
	Cook's Mills .... " 58	37	7	46	65	111	100	44	54	2	...	.....	..	10		10	.....
	Algoma Mills..... " 59	16	8	24	23	46	50	24	25	...	1	.....	.....	5	.....	5	.....
	Lyon's River .... " 60	45	16	61	76	135	120	61	58	....	1	....	.....	15	.....	15	.. ...
	S. Crawford's Settlement, Township Thompson.. " 61	29	12	42	6	48	50	41	8	1	....	.....	.....	5	.....	5	.....
	Forest Corners, Tp. Gladstone " 62	45	58	106	53	158	160	103	54	3	...	.....	.....	15	.. ..	15	.....
	Pender's S. H., Tp. Parkinson " 63	21	11	32	17	49	50	32	18	..	....	.....	.....	10	.....	10	.....
	Ainslee's S. H., Tp. Wells .. .... " 64	19	19	38	26	64	70	38	32	....	....	.....	.....	10	3	7	...
	Day Mills ..... " 65	29	30	59	22	81	80	59	21	....	....	.....	.....	10	.....	10	....
	Andrew Kerr's, Tp Kirkwood ..... " 66	21	39	61	22	82	80	60	19	1	....	.....	.....	10	.... .	10	.....
	Rydal Bank " 67	19	61	80	59	139	150	80	70	....	....	.....	.....	10	.....	10	.....
	A. D Dunn's S.H., Tp. Galbraith... " 68	17	19	37	10	46	50	36	12	1	1	.....	.....	5	1	4	.....
	Fram's S.H., Tp. Coffin .. " 69	29	15	44	34	78	80	44	36	....	....	. ..	. ...	10	. ..	10	.....
	Hugh Phillip's Settlement, Tp. Coffin Additional... " 70	25	15	42	16	56	60	40	18	2	...	.....	.. ..	10	.....	10	.....
	Garden River . " 71	13	4	17	7	24	39	17	22	....	....	... ..	...	10	.....	10	.....
	J. McSorley's Settlement, Tp. Fenwick . .... " 72	24	23	47	33	80	100	47	53	...	...	.....	.. ..	15	2	13	.....
	Aird Island..... " 73	9	4	13	47	60	70	13	57	....	....	....	. ...	10	.....	10	.... .

	L. Kemp's Settlement, Tp. Robinson	" 74	36	12	49	38	87	90	48	41	1	....	.....	.....	10	.....	10	.....
	Poplar S. H., Tp. Mills	" 75	23	35	60	17	77	80	58	20	2	....	.....	.....	10	2	8	.....
	Meldrum Bay	" 76	20	22	42	25	66	70	42	27	....	1	.....	.....	10	.....	10	.....
	Barrie Island, Reynold's Settlem't.	" 77	22	35	57	17	74	80	57	23	....	....	.....	.....	10	3	7	.....
	Loughead's S. H.	" 78	46	35	81	34	115	130	81	49	....	....	.....	.....	10	.....	10	.....
	Dougherty's S. H., Long Bay	" 79	29	30	62	30	92	100	59	38	3	....	.....	.....	10	.....	10	.....
	White Fish River Mouth	" 80	18	7	25	16	41	60	25	35	....	....	.....	.....	10	.....	10	.....
	Killarney	" 81	48	12	60	72	130	130	60	70	..	....	.....	.....	10	.....	10	.....
	Collin's Inlet	" 82	18	2	20	29	49	50	20	30	....	..	.....	.....	10	.....	10	.....
	Pic-Nic Island	" 83	3	.....	4	14	18	20	30	15	1	1	.....	.....	5	.....	5	.....
	Rousseau Inlet, North Shore L. Superior	" 84	7	2	9	109	115	40	9	31	....	....	.....	.....	5	.....	5	.....
	Batchewana Settlement	" 85	10	15	26	92	115	99	26	72	....	....	1	.....	15	.....	15	.....
	Totals		2,833 2,558	2,558	5,467	6,528	11,934	9,550	5,391	4,057	75	21	6	.....	885	36	849	26,028
	Majority for Farwell		275															

			Chadwick.	Conmee.														
Algoma, W.	White River	No. 1	13	12	25	32	57	100	25	75	2	....	.....	.....	10	.....	10	.....
	Empress Mine	" 2A	1	7	8	51	75	100	8	92	....	....	....	.....	10	.....	10	.....
	"	" B	12	4	16	.....	.....	100	16	84	....	....	.....	.....	10	4	6	.....
	Schrieber	" 3	70	41	113	61	174	200	113	87	....	....	.....	.....	20	.....	20	.....
	Ross Port	" 4	13	13	28	13	41	50	28	22	2	....	.....	.....	10	.....	10	.....
	Nepigon	" 5	17	28	45	51	96	100	45	55	....	....	.....	.....	10	.....	10	.....
	Port Arthur	" 6A	58	119	183	148	331	300	183	117	6	....	.....	.....	20	1	19	.....
	"	" B	46	76	124	91	215	300	124	176	2	....	.....	.....	20	.....	20	.....
	"	" C	78	56	137	113	250	300	137	163	3	....	.....	.....	20	.....	20	.....
	Shuniah	" 7	4	5	10	105	115	50	10	40	1	....	.....	.....	10	.....	10	.....
	Fort William	" 8A	61	49	110	65	175	300	110	190	....	....	.....	.....	20	1	19	.....
	"	" B	145	138	285	115	400	400	285	115	2	....	.....	.....	20	.....	20	.....
	"	" C	23	49	77	23	100	300	77	223	3	2	.....	.....	20	.....	20	.....
	"	" D	12	40	52	23	75	200	52	148	....	....	.....	.....	20	.....	20	.....
	Neebing	" 9	17	28	46	162	208	100	46	54	1	....	.....	.....	10	.....	10	.....
	Oliver	" 10A	28	57	87	68	173	200	87	113	2	....	.....	.....	20	.....	20	..
	"	" B	4	14	18	...	....	200	18	182	....	.	.....	.....	20	.....	20	...
	Silver Creek	" 11	1	13	14	7	21	50	14	36	....	....	.....	.....	10	.....	10	.....
	Whitefish	" 12	1	6	7	1	8	50	7	43	....	....	.....	.....	10	.....	10	.....
	Le Blain	" 13	4	11	15	6	21	50	15	35	....	....	.....	.....	10	.....	10	.....
	Savanne	" 14	5	45	50	23	73	100	50	50	....	....	.....	.....	10	.....	10	.....

RETURN from the Records of the General Election to the Legislative Assembly in 1898, etc.—*Continued.*

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		Chadwick.	Conmee.														
Algoma, W. —*Con.*	English River.. No. 15	2	3	5	6	11	50	5	45	....	....	.....	...	10	.....	10	..
	Saw Bill..... " 16A	4	22	26	71	120	200	26	174	....	....	.....	....	20	.....	20	.. ..
	" ..... " B	....	23	23	.....	..	200	23	177	....	....	...	....	20	.....	20	.....
	Ignace ..... " 17A	13	14	28	27	63	100	28	72	1	....	..	....	10	.. ..	10	.....
	" ..... " B	....	8	8	....	...	100	8	92	..	....	.....	....	10	.....	10	.....
	Tache ..... " 18	4	....	5	7	12	50	5	45	1	....	.....	....	10	.....	10	.....
	Wabigoon ..... " 19	12	29	41	71	112	150	41	109	.	....	....	....	10	.....	10	.....
	Dryden ..... " 20	17	59	76	46	122	150	76	74		....	.....	....	10	...	10	.....
	Vermilion Bay .. " 21	5	4	10	19	29	50	10	40	1	...	...		10	.....	10	.....
	Hawk Lake ..... " 22	5	1	6	4	10	50	6	44	..	....	....	....	10	.....	10	.....
	Rat Portage ..... " 23A	93	63	158	281	439	300	158	142	2	....	.....	.....	20	3	17	.. ..
	" .... " B	64	46	110	217	327	300	110	190	....	....	....	...	20	.....	20	.....
	" .... " C	125	53	186	202	388	400	186	214	5	3	.....	.....	20	...	20	.....
	" .... " D	74	44	119	130	249	400	119	281	1		.....	.....	20	.....	20	.....
	" .... " E	137	65	203	128	331	400	203	197	1	....	.....	...	20	.....	20	.....
	" .... " F	43	75	118	115	233	300	118	182	....	....	.....	.....	20	.....	20	....
	Keewatin ..... " 24A	32	30	62	77	139	200	62	138	....	....	.....	.....	20	.....	20	.....
	" ..... " B	52	38	90	91	181	200	99	110	..	....	....	...	20	.....	20	.....
	Kalinar ..... " 25	9	2	12	6	18	50	12	38	1	....	.....	...	10	.....	10	.....
	Sultana Mine.... " 26	19	4	24	6	30	50	24	26	1	...	.....	.....	10	.....	10	....
	Mikado ..... " 27	6	15	21	25	46	100	21	79	....	....	.....	.....	10	.....	10	.....
	Ash Rapids..... " 28	2	5	7	...	6	50	7	43	..	....	.....	.....	10	.....	10	.....
	Regina Mine.... " 29	18	18	37	12	49	100	37	63	1	....	.....	.....	10	... ..	10	.....
	Beaudro's ..... " 30	5	13	18	9	27	100	18	82	....	....	...	.....	10	..	10	.....
	Beaver Mills .... " 31	9	16	26	17	43	100	26	74	1	....	.....	.....	10	.....	10	.....
	Prince Wood .... " 32	2	24	28	18	46	100	28	72	2	....	.....	.....	10	.....	10	.....
	Morley ..... " 33A	9	32	43	34	81	100	43	57	2	....	.....	.....	10	.....	10	.....
	" .... " B	....	7	7	.....	.....	100	7	93	....	....	.....	. . ..	10	.....	10	.....

	Emo .. .. " 34	10	70	80	35	115	100	80	20	.	....	.....	.....	10	.....	10	....	
	Aylesworth ..... " 35	10	30	42	28	70	100	42	58	2	....	.....	... .	10	.....	10	.....	
	Fort Francis .... " 36A	14	36	50	51	101	200	50	150	....	....	.....	.....	20	... ..	20	.....	
	" .... " B	9	20	34	26	60	200	34	166	5	....	.....	.....	20	....	20	...	
	Little Turtle Lake " 37	... .	6	6	....	5	100	6	94	....	....	.....	.....	10	.....	10	.. .	
	Mine Centre .... " 38	7	25	33	55	88	100	33	67	1	....	... ..	.. ...	10	....	10	. ....	
	Manitou Lake... " 39A	1	5	6	27	48	100	6	94	....	....	.....	.....	10	.....	10	.....	
	" ... " B	7	7	15	.....	.....	100	15	85	1	....	.....	.... .	10	.....	10	.....	
	Totals..... ..	1,432	1,723 1,432	3,213	2,999	6,210	9,000	3,213	5,787	53	5	.....	.....	790	9	781	15,829	
	Majority for Conmee		291															
		Burt.	Fisher.															
Brant, N ..	Brantford, Tp ....No. 7	49	32	81	15	96	124	82	42	....	1	.....	.....	20	.....	20		
	do .... " 8	47	58	105	36	141	174	108	66	...	....	...	.....	25	.....	25		
	do .... " 9	73	43	116	16	132	150	116	34	....	....	.....	.....	25	.....	25		
	do .... " 10	24	24	48	17	65	100	48	52	....	...	.....	.....	25	.....	25	3,693	
	do .... " 11	55	54	109	41	150	175	109	65	....	1	.....	.. .	25	.....	25		
	do .... " 12	35	9	44	3	47	100	44	56	....	....	.....	....	25	..	25		
	do .... " 13	333— 50	264 — 44	94	20	114	150	94	56	....	....	.....	....	25	1	24		
	S. Dumfries, Tp .. " 1	60	25	85	6	91	125	85	40	....	....	.....	.....	20	.....	20		
	do .. " 2	62	40	102	16	118	150	102	48	....	....	.....	.....	25	.....	25		
	do .. " 3	78	24	102	21	123	150	102	48	....	....	....	.....	25	...	25		
	do .. " 4	62	53	115	22	137	150	115	35	....	....	.....	.....	20	1	19	3,137	
	do .. " 5	63	63	126	26	152	175	126	49	....	....	.....	....	25	.....	25		
	do .. " 6	64	41	105	22	127	150	105	45	....	....	..	.....	20	.....	20		
	do .. " 7	429— 40	260 — 14	54	16	70	100	54	43	....	3	.....	....	20	1	19		
	Onondago, Tp .... " 1	74	88	162	32	194	250	162	85	2	....	.....	.....	25	.....	25	1,482	
	do .... " 2	143— 69	197 — 109	178	41	219	178	71	. ....	....	...	.....	.. ..	25	.....	25		
	Paris, Town ..... " 1	50	57	107	10	117	150	107	43	....	....	.....	.....	20	.....	20		
	do ..... " 2	50	40	90	18	108	150	90	60	....	....	.....	.....	20	.....	20		
	do ..... " 3	45	52	97	18	115	150	97	52	....	1	... ..	.....	20	.....	20	3,094	
	do ..... " 4	32	46	78	16	94	125	78	46	....	1	.....	.....	20	.....	20		
	do ... . " 5	33	59	92	15	107	151	92	58	1	....	....	.....	20	1	19		
	do ..... " 6	262— 52	344— 90	142	13	155	175	142	33	....	....	.....	.....	25	.....	25		
	Totals.....	1,167 1,065	1,065	2,232	440	2,672	3,373	2,236	1,127	3	7	.....	.....	500	4	496	11,406	
	Majority for Burt	102																

RETURN from the Records of the General Election to the Legislative Assembly in 1898, etc.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and Number of Votes Polled for Each.		Voters in each Sub-Division.			Ballot Papers sent out, and how Disposed of in each Sub-Division.							Tendered Ballot Papers sent out and how disposed of in each Sub-Division.			Population in each Constituency, as shown by last Census.
				Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
		Elliott.	Hardy.														
Brant, S ...	Brantford, City ..No. 1	71	97	171	12	183	200	168	29	3	...	...	...	20	..	20	
	do .. " 2	93	123	217	29	246	260	216	41	1	2	.....	.....	20	1	19	
	do .. " 3	98	61	159	15	174	180	159	21	.....	.....	.....	.....	20	1	19	
	do .. " 4	96	91	188	34	222	230	187	42	1	....	...	.....	20	2	18	
	do .. " 5	117	118	235	75	310	320	235	84	....	1	.....	....	20	.....	20	
	do .. " 6	69	87	157	48	205	220	156	61	1	2	.....	....	20	1	19	
	do .. " 7	99	70	170	30	200	210	169	38	1	2	...	.....	20	.....	20	
	do .. " 8	68	97	166	38	204	210	165	44	1	....	.....	.....	20	.....	20	
	do .. " 9	66	61	129	23	152	160	127	28	2	3	.....	...	20	....	20	
	do .. " 10	79	73	154	31	185	190	152	36	2	....	...	.....	20	....	20	
	do .. " 11	99	84	186	36	222	230	183	44	3	....	....	.....	20	1	19	12,753
	do .. " 12	76	94	170	35	205	220	170	50	....	....	..	.....	20	...	20	
	do .. " 13	84	96	180	29	209	220	180	40	....	..	.....	.....	20	1	19	
	do .. " 14	78	78	156	26	182	200	156	44	.....	.....	.....	.....	20	.....	20	
	do .. " 15	82	73	156	29	185	200	155	44	1	....	....	.....	20	.....	20	
	do .. " 16	71	82	153	28	181	200	153	47	....	....	...	....	20	1	19	
	do .. " 17	91	70	167	18	185	200	161	33	6	....	....	.....	20	.....	20	
	do .. " 18	69	90	160	18	178	200	159	40	1	....	....	.....	20	.....	20	
	do .. " 19	62	110	174	44	218	230	172	55	2	1	...	.....	20	....	20	
	do .. " 20	36	69	107	24	131	140	105	33	2	..	....	...	20	.....	20	
	do .. " 21	1,709—105	1,875—151	256	38	294	300	256	44	.	....	.....	.....	20	1	19	
	Brantford, Tp .... " 1	36	64	105	30	135	140	100	35	5	....	....	.....	15	.....	15	
	do .... " 2	27	42	70	11	81	90	69	20	1	....	.....	.....	15	.....	15	
	do .... " 3	43	55	98	21	119	125	98	27	...	....	...	.....	20	.....	20	3,261
	do .... " 4	50	97	148	21	169	175	147	27	1	....	.....	..	20	.....	20	
	do .... " 5	33	48	83	16	99	110	81	27	2	...	.....	....	20	.....	20	
	do .... " 6	229— 40	407—101	143	33	176	190	141	47	2	....	.....	.....	20	.....	20	

	Burford, Tp. ....No. 1	69	67	136	21	157	170	136	34	....	....	.....	.....	15	.....	15		
	do .... " 2	57	71	129	9	138	150	128	21	1	.	.....	.....	15	1	14		
	do .... " 3	47	73	125	14	139	150	120	25	5	..	.....	.....	15	1	14		
	do .... " 4	53	73	126	11	137	150	126	23	....	1	.....	.....	15	.. ...	15	4,939	
	do .... " 5	49	77	128	24	152	160	126	31	2	1	.....	.....	15	.....	15		
	do .... " 6	47	73	122	35	157	160	120	38	2	.	....	.....	15	1	14		
	do .... " 7	61	71	132	24	156	160	132	27	....	1	.....	.....	15	.....	15		
	do .... " 8	64	47	111	12	123	130	111	19	....	....	.....	.....	15	.....	15		
	do .... " 9	520— 73	623— 71	146	21	167	180	144	34	2	....	.....	.....	15	.....	15		
	Oakland, Tp .... " 1	15	58	73	22	95	100	73	27	....	....	.....	.....	15	.....	15	858	
	do .... " 2	53— 38	133— 75	113	15	128	140	113	27	....	....	....	...	15	.....	15		
	Totals.....	2,511	3,038 2,511	5,599	1,000	6,599	7,000	5,549	1,387	50	14	.....	.....	695	12	683	21,811	
	Majority for Hardy....	....	527															
		Culbert.	Graham.															
Brockville..	West Ward .....No. 1	61	84	146	54	200	225	146	79	1	....	....	.....	18	.....	18		
	do ..... " 2	84	76	103	35	198	223	163	60	3	...	.....	.....	18	.....	18		
	do ..... " 3	90	115	206	61	267	292	206	86	1	..	....	.. ...	23	.....	23		
	North Ward ..... " 1	47	84	131	47	178	203	131	72	....	1	.....	.....	18	.....	18		
	do ..... " 2	59	56	116	38	154	179	116	63	....	1	.....	..	18	.....	18		
	do ..... " 3	61	35	96	28	125	150	97	53	1	....	.....	.....	18	.....	18		
	Centre Ward .... " 1	54	70	125	39	164	189	125	64	1	....	....	.....	18	.....	18	8,791	
	do .... " 2	63	57	122	54	174	199	122	77	2	1	.....	.....	17	.....	17		
	do .... " 3	44	54	98	48	146	171	98	73	....	...	.....	.....	18	.....	18		
	South Ward .... " 1	78	75	154	68	222	247	155	92	1	....	.....	... ..	18	.....	18		
	do .... " 2	46	74	120	51	171	196	120	76	....	...	. ...	.....	18	.....	18		
	East Ward ..... " 1	112	105	222	60	282	307	222	85	5	..	.....	.....	18	.....	18		
	do ..... " 2	890— 91	1,008 - 123	215	66	281	306	218	88	1	3	.....	.....	18	.....	18		
	Elizabethtown .... " 1	76	104	180	70	250	261	180	81	..	....	.....	.....	18	.....	18		
	do .... " 2	31	61	93	36	129	140	94	46	1	1	.....	.....	18	4	14		
	do .... " 3	44	99	146	67	213	224	146	78	3	....	...	...	18	.....	18		
	do .... " 4	62	83	146	41	187	198	146	52	1	....	.....	.....	18	.....	18		
	do .... " 5	58	37	95	12	107	118	95	23	..	....	.....	.....	18	.....	18	4,726	
	do .... " 6	93	37	131	34	165	176	131	45	1	....	.....	.....	18	.....	18		
	do .... " 7	78	11	89	12	101	112	89	23	....	....	.....	.....	18	.....	18		
	do .... " 8	72	29	102	22	124	135	102	33	1	....	.....	.....	18	.....	18		
	do .... " 9	605— 91	529— 68	159	37	196	207	159	48	....	....	.....	.....	18	.....	18		
	Athens, Village .. " 1	39	71	110	14	124	134	110	24	....	....	.....	.....	18	.....	18		
	do .. " 2	95 - 56	133— 62	121	14	135	146	120	26	....	2	.....	.....	18	1	17		
	R'r Yonge & Escott " 1	59	54	113	10	123	134	113	21	....	....	.. ..	.....	18	.....	18	1,413	
	do " 2	53	55	113	12	125	136	113	23		....	.....	.....	17	.....	17		
	do " 3	165 - 48	164 - 55	104	15	119	130	104	26	1	....	....	.....	18	.....	18		
	Fr't Yonge & Escott " 1	48	123	174	20	194	205	174	31	3	...	.....	.....	18	.....	18		
	do " 2	44	74	118	15	133	145	118	27	....	1	.....	.....	18	.....	18		
	do " 3	66	51	118	16	134	145	118	27	1	..	....	.... .	18	.....	18		
	do " 4	32	69	101	16	117	128	101	27	....	1	.....	.....	17	.....	17		

RETURN from the Records of the General Election to the Legislative Assembly in 1894, etc.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled for each.		Voters in each Sub-Division.			Ballot Papers sent out, and how Disposed of in each Sub-Division.							Tendered Ballot Papers sent out and how disposed of in each Sub-Division.			Population in each Constituency, as shown by last Census.
				Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
		Culbert.	Graham.														
Brockville ..—*Con.*	Fr't Yonge & Escott No. 5	48	44	92	20	112	123	92	31	....	....	.....	.....	18	.....	18	2,857
	do " 6	289 - 51	398— 37	90	15	105	116	90	26	2	2	...	.. .	18	..	18	
	Totals....	2,044	2,232 2,044	4,309	1,147	5,455	6,003	4,314	1,686	30	13	.....	.....	596	5	591	17,787
	Majority for Graham.	... .	188														
		Malcolm.	Macdonald.														
Bruce, C...	Huron Township ..No. 1	40	82	123	30	153	165	123	41	1	....	.....	.....	15	.....	15	
	do .. " 2	26	113	141	26	167	175	141	32	2	...	.....	.....	15	2	13	
	do .. " 3	41	82	124	27	151	159	124	34	....	1	.....	.....	15	.....	15	4,125
	do .. " 4	76	43	119	33	152	155	119	36	....	....	.....	.....	15	.....	15	
	do .. " 5	52	92	145	51	196	200	145	54	....	1	.....	.....	15	.....	15	
	do .. " 6	308 - 73	468— 56	130	41	171	180	132	45	1	2	.....	.....	15	1	14	
	Kincardine Town—																
	St. Andrew's Ward ...	117	35	153	81	234	245	152	90	1	2	.....	.....	15	1	14	
	St. John's do	83	38	121	58	179	190	121	69	....	....	.....	. ....	15	.....	15	2,631
	St. George's do ...	59	53	112	85	197	210	112	98	....	..	....	.....	15	.....	15	
	St. Patrick's do .	313 — 54	146— 20	75	50	125	135	74	60	1	1	.....	... ..	15	.....	15	
	Kincardine Tp ....No. 1	66	85	151	60	211	235	151	84	. . .	.	....	.....	15	.....	15	
	do .... " 2	45	124	169	66	237	259	169	88	2	....	.....	.. ..	15	.....	15	
	do " 3	43	47	90	63	153	171	90	81	...	.....	.....	... ..	15	.....	15	3,618
	do .... " 4	42	60	102	38	140	170	102	68	..	....	....	... .	15	.. .	15	
	do .. " 5	252— 56	362— 46	103	51	154	170	102	67	1	....	.	.....	14	.....	14	
	Greenock Tp . . " 1	41	10	51	68	119	130	51	79	....	.....	.....	....	15	.....	15	
	do ..... " 2	22	12	34	55	89	100	34	66	....	....	.....	.....	15	.....	15	

	do .... " 3	89	27	117	102	219	230	116	113	1	....	.....	.....	15	...	15		
	do ..... " 4	42	55	97	56	153	165	67	97	....	1	.....	....	15	1	14	3,389	
	do .... " 5	51	61	112	57	169	180	112	68	....	...	...	....	14	.....	14		
	do ..... " 6	32	19	51	32	83	95	51	44	....	....	...	.....	15	..	15		
	do ..... " 7	288 - 11	203 — 19	30	34	64	70	30	40	....	....	.....	.....	15	.....	15		
	Paisley Village .... " 1	94	37	133	84	217	230	131	97	2	....	.....	....	15	.....	15	1,328	
	do .... " 2	158 - 64	61 — 24	89	39	128	139	88	50	....	1	.....	.....	15	....	15		
	Elderslie Tp ..... " 1	66	82	148	57	205	216	148	68	....	....	.....	.....	15	....	15		
	do ..... " 2	58	52	111	49	160	175	110	64	1	....	.....	....	15	.....	15	3,047	
	do ..... " 3	87	75	162	71	233	245	162	83	....	....	.....	.....	15	.....	15		
	do ..... " 4	301— 90	311—102	192	56	248	260	192	66	....	2	.....	.....	15	.....	15		
	Chesley Village.... " 1	124	24	150	51	199	205	148	56	....	1	.....	....	15	2	13	1,437	
	do .... " 2	230—106	65— 41	152	38	190	190	147	38	5	....	.....	...	14	....	14		
	Totals.....	1,850 1,616	1,616	3,487	1,611	5,056	5,449	3,449	1,976	18	11	.....	.....	447	7	440	19,575	
	Majority for Malcolm.	234																
		Bowman.	Jermyn.															
Bruce, N...	Tiverton Village...No. 1	45 - 45	40— 40	85	15	100	120	85	35	..	....	... ..	.....	16	... ..	16	550	
	Bruce Tp. ... ... " 1	83	22	105	35	140	160	105	55	..	....	.....	.....	16	.....	16		
	do .... " 2	72	57	129	31	160	180	129	51	....	....	.....	.....	16	.....	16		
	do ..... " 3	78	53	131	29	160	180	131	49	...	....	.....	.....	16	.....	16	3,793	
	do ..... " 4	73	25	98	52	150	170	98	72	....	....	.. ...	.....	16	.....	16		
	do ..... " 5	50	41	91	26	117	137	91	46	....	....	... .	....	16	.....	16		
	do ..... " 6	453 - 97	221 — 23	120	50	170	189	120	70	...	1	.....	.....	16	.....	16		
	Saugeen Tp .... " 1	38	26	64	6	70	89	64	26	...	1	.....	.....	16	.....	16		
	do ..... " 2	47	20	67	3	70	100	67	33	....	....	.....	.....	16	.....	16		
	do ..... " 3	58	28	86	31	97	117	86	31	....	1	.....	... ..	16	.....	16	1,813	
	do ..... " 4	66	9	75	11	86	106	75	31	....		.....	.....	16	.....	16		
	do ..... " 5	261- 52	97 - 14	66	14	80	100	66	34	...	1	.. ..	.....	16	.....	16		
	Port Elgin Village. " 1	97	49	146	34	180	200	146	54	....	..	.....	.....	16	....	16	1,659	
	do " 2	214 -117	94 - 45	162	42	204	224	162	62	...	..	.....	.....	16	2	14		
	Wiarton, West Ward..	41	79	120	28	148	168	120	48	....	....	.....	.....	16	1	15		
	do North do ..	65	62	127	93	190	210	127	63	...	....	.....	.....	16	.....	16	1,984	
	do East do ..	183— 77	265—124	201	39	240	260	201	59	....	....	.....	.....	16	1	15		
	Albemarle Tp ... No. 1	28	33	61	19	80	100	61	39	...	....	....	..	16	.....	16		
	do .... " 2	40	39	74	18	97	117	74	38	....	1	.....	.....	16	.....	16		
	do .... " 3	37	45	82	12	94	114	82	32	...	....	.....	.....	16	.....	16	1,819	
	do .... " 4	28	33	61	29	90	110	61	49	....	....	...	....	16	.....	16		
	do .... " 5	161— 28	186 — 36	64	36	100	120	64	56	....	4	.....	. ..	16	.....	16		
	Eastnor Tp.... " 1	96	127	223	47	270	290	223	67	..	3	.....	.....	16	.....	16		
	do ..... " 2	54	72	126	24	50	170	126	44	....	2	. ...	.....	16	.....	16	1,184	
	do ..... " 3	158— 8	244 — 45	53	7	60	80	53	27	..	3	.....	. .	16	.....	16		
	Lindsay and St. Edmonds.. ... " 1	12	17	29	6	35	45	29	16		..	. ..	.....	12	.....	12		
	do .... " 2	23	34	57	18	65	75	57	18	...	1	.....	.....	12	.....	12	837	
	do ..... " 3	77	35	112	18	130	150	112	38	...	..	.....	.....	12	.....	12		
	do ..... " 4	137— 25	121— 35	60	10	70	90	60	30	..	6	.....	.....	12	.....	12		

RETURN from the Records of the General Election to the Legislative Assembly in 1898, etc.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled for each.		Voters in each Sub-Division.			Ballot Papers sent out and how Disposed of in each Sub-Division.							Tendered Ballot Papers sent out and how disposed of in each Sub-Division			Population in each Constituency, as shown by last Census.
				Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
		Bowman.	Jermyn.														
Bruce, N.R. *Con.*	Southampton Vill. No. 1	102	24	126	34	160	180	126	54	...	....	....	.....	16	.....	16	1,437
	do " 2	266 - 164	54-- 30	191	26	220	240	494	46	..	1	.....	.....	16	.. ..	16	
	Arran Tp..... " 1	93	46	139	31	170	190	139	51	..	....	.....	.....	16	.....	16	2,913
	do ..... " 2	14	138	152	28	180	200	152	48	..	....	.....	.....	16	.....	16	
	do .... " 3	39	95	134	46	180	200	134	66	..	....	.....	.....	12	.....	16	
	do .... " 4	29	50	79	11	90	110	79	31	..	2	.....	.....	16	.....	16	
	do ..... " 5	210— 35	390— 61	96	4	100	120	96	24	....	....	.. ..	.....	16	.....	16	
	Tara .... " 1	77— 77	74 - 74	151	19	170	190	151	39	....	1	.. ..	.....	10	.....	10	695
	Amabel..... .... " 1	49	45	94	23	117	127	94	33	....	....	.....	.....	20	.....	20	3,890
	do ..... " 2	60	78	138	42	180	200	138	62	..	..	.....	.....	16	.....	16	
	do ..... " 3	37	68	105	31	136	156	105	51	....	2	.....	....	6	.....	6	
	do ..... " 4	94	93	187	43	230	250	187	63	....	3	.....	.....	10	.....	10	
	do ..... " 5	31	92	123	37	160	180	123	51	....	....	.....	.....	16	.....	16	
	do ..... " 6	299 - 28	413— 37	65	15	80	100	65	35	....	....	.....	....	10	.....	10	
	Totals.....	2,464 2 199	2,199	4,663	1,013	5,706	6,584	4,663	1,824	....	33	.....	.....	662	4	658	22,874
	Majority for Bowman.	265															
Cardwell.		Little.	Wright.														
	Innisfil Tp . ....No. 1	67	30	97	15	112	130	97	33	....	....	.....	.....	18	..	18	
	do ..... " 2	70	56	126	23	149	180	126	54	....	....	.....	.....	18	.....	18	
	do ..... " 3	94	45	139	7	146	170	139	30	1	....	...	.....	18	.....	18	
	do ..... " 4	72	32	104	28	132	170	104	66	....	....	....	.....	18	.....	18	

do ..... " 5	83	52	135	33	168	180	135	44	1	....	.....	.....	18	.. ..	18	5,110
do ..... " 6	69	33	102	46	148	180	102	78	....	....	.....	.....	18	.....	18	
do .. " 7	64	13	77	20	97	130	77	52	1		.....	....	18	.....	18	
do ... . " 8	43	24	67	37	104	130	67	63	....	....	.....	...	18	.....	17	
do ..... " 9	26	17	43	12	55	100	48	57	....	....	.....	.....	18	.....	18	
do ..... " 10	621 — 33	317— 15	48	8	56	100	48	52	....	..	....	.....	18	.....	18	
Tecumseth ..... " 1	57	49	106	50	156	170	106	64	....	....	.....	.....	18	1	17	
do ..... " 2	65	65	130	54	184	230	130	96	3	...	.....	.....	18	.....	18	
do .... " 3	54	43	97	57	154	170	97	71	2	...	.....	....	18	.....	18	3,863
do ..... " 4	82	72	154	71	225	230	154	76	....	....	.....	....	18	1	17	
do ..... " 5	74	55	129	92	221	230	129	101	....	....	.....	.....	18	.....	18	
do . " 6	405 — 73	301 — 17	90	78	168	180	90	90	....	....	.....	.....	18	2	16	
West Gwillimbury, " 1	42	101	143	49	192	230	143	85	2	....	....	. ...	18	.... .	18	
do " 2	61	101	162	56	218	230	162	67	....	1	.....	... ..	18	4	14	2,525
do " 3	98	34	132	68	200	230	132	98	....	....	....	.... ..	18	3	13	
do " 4	300 — 99	305 — 69	168	80	248	260	168	89	3	....	.....	.....	18	.....	18	
Albion ..... " 1	46	59	105	47	152	170	105	65	....	....	.....	....	18	3	15	
do ..... " 2	22	44	66	28	94	130	66	64	...	....	.....	.....	18	.....	18	
do ..... " 3	49	31	80	40	120	130	80	50	...	...	.....	.....	18	.....	....	
do ..... " 4	88	27	115	53	168	180	115	61	....	1	....	.....	25	4	21	3,142
do ..... " 5	36	43	79	35	114	130	79	51	....	..	.....	.....	18	.....	18	
do ..... " 6	47	40	87	47	134	180	87	91	....	2	....	.....	18	.....	18	
do ..... " 7	322 — 34	257 — 13	47	20	67	100	47	53	....	....	....	.....	18	1	17	
Adjala ..... " 1	74	32	106	75	171	180	106	74	....	....	.....	.....	18	. ...	18	
do ..... " 2	35	89	124	98	222	230	124	106	....	....	.....	.....	25	10	15	2,459
do .... " 3	15	61	26	81	147	170	76	93	1	....	. ...	.....	18	1	17	
do ..... " 4	182 — 58	240 — 58	116	52	168	180	116	50	....	3	.....	.....	18	1	17	
Beeton	70 — 70	70 — 70	140	55	195	230	140	88	...	2	.....	.....	25	.....	25	771
Bradford .....No. 1	50	81	131	28	159	170	131	39	....	....	.....	.....	18	....	18	
do ..... " 2	81 — 31	123 — 42	73	16	89	100	73	26	....	....	1	.... .	18	.....	18	996
Tottenham	50 — 50	60 — 60	110	57	167	180	110	70	.	....	.....	.....	18	....	18	
Bolton	84 — 84	75 — 75	159	38	197	230	159	66	.	4	1	. ..	18	.....	18	588
Allandale	152 — 152	60 — 60	212	68	278	350	212	133	5	...	.....	.....	25	.....	25	743
Totals.....	2,267	1,808	4,075	1,720	5,795	6,770	4,075	2,660	19	14	2	.....	694	32	662	20,195
	1,808															
Majority for Little ...	459															
	Kidd.	Buckham.														
*Carleton. Nepean .....No. 1	48	28	76	52	128	150	76	74	....	....	.....	.....	20	.....	20	
do ..... " 2	16	10	26	23	49	100	27	72	...	1	... ..	.....	15	.....	15	
do ..... " 3	46	41	87	23	110	150	87	63	....	....	.....	.....	15	.....	15	
do ..... " 4	36	47	83	40	123	150	84	65	....	1	.....	.....	10	.... .	10	
do ..... " 5	20	31	51	35	86	100	51	49	....	....	.....	.....	15	.....	15	6,201
do .. .. " 6	29	66	95	40	135	150	96	53	....	1	.....	....	15	.....	15	
do .... " 7	47	31	78	64	142	150	82	64	4	....	.....	.....	15	.....	15	
do ..... " 8	19	23	42	27	69	100	42	58	....	....	.....	.....	15	...	15	
do ..... " 9	316 — 55	316 — 39	94	36	130	150	94	54	....	2	.....	.....	15	.... .	15	

*The votes in three polling sub-divisions were not counted, as the Deputy-Returning Officers failed to fill in the statements in the poll books, and under sec. 123 I had no recourse but to leave them out of my count.—P. J. Coffee, Returning Officer.

RETURN from the Records of the General Election to the Legislative Assembly in 1898 etc.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled for each.		Voters in each Sub Division.			Ballot Papers sent out and how Disposed of in each Sub-Division.							Tendered Ballot Papers sent out and how disposed of in each Sub-Division.			Population in each Constituency, as shewn by last Census.
				Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
Carleton.—*Continued.*		Kidd.	Buckham.														
	Goulbourn ..... No. 1	51	13	64	100	164	200	64	136	....	....	....	....	15	....	15	
	do ..... " 2	60	14	74	62	136	150	74	76	....	....	....	....	15	....	15	
	do ..... " 3	60	12	72	115	187	200	72	128	....	....	....	....	15	.....	15	2,784
	do ..... " 4	67	16	83	41	124	150	83	67	....	....	...	.....	15	.....	25	
	do ..... " 5	341—103	69 - 14	117	57	174	200	117	83	....	....	....	....	15	.....	15	
	March ..... " 1	85	26	111	55	166	200	114	83	2	1	.....	.....	15	.....	15	
	do ..... " 2	85.....	26	....	....	151	200	.....	....	....	...	.....	....	15	.....	15	1,264
	Huntley ..... " 1	.....	.....	....	..	128	150	....	....	....	....	.....	....	15	.....	15	
	do ..... " 2	210	16	226	45	271	300	226	74	....	....	....	....	15	....	15	
	do ..... " 3	26	23	49	67	116	125	49	76	....	...	....	.....	15	.....	15	2,321
	do ..... " 4	269 — 33	91 - 55	88	35	123	125	88	37	....	....	....	.....	15	.....	15	
	Torbolton ..... " 1	58 - 58	127 —127	185	100	285	300	185	115	....	...	.....	....	15	.....	15	1,023
	Fitzroy ..... " 1	66	47	113	60	173	200	114	85	....	1	.....	...	15	.....	15	
	do .... " 2	66	74	140	59	199	200	110	60	....	....	.....	....	15	.....	15	
	do ..... " 3	42	73	115	85	169	200	115	85	....	.	.....	....	15	.....	15	2,940
	do ..... " 4	174—	194—	74	40	114	125	74	51	....	....	.....	....	15	....	15	
	Richmond ..... " 1	74— 74	23 — 23	97	53	150	150	97	53	....	....	....	.....	15	...	15	447
	North Gower ..... " 1	83	34	117	48	165	200	117	83	....	....	.....	.....	15	....	15	
	do ..... " 2	43	30	73	36	109	124	73	51	....	....	.....	....	15	.....	15	
	do ..... " 3	48	23	71	38	109	125	71	54	....	....	.....	.	15	.....	15	2,383
	do ..... " 4	32	5	37	41	78	125	37	88	..	..	.. ..	..	15	....	15	
	do ..... " 5	242— 36	94— 2	38	24	62	100	37	63	...		...	....	15	.....	15	
	Marlbo ough..... " 1	59	8	67	204	271	300	67	233			....	.....	15	....	15	
	do ..... " 2	67	20	87	42	129	150	88	61	..	1	....	.....	15	.....	15	
	do .... " 3	38	14	52	67	119	100	52	48		....	.....	15	...	15	1,703	
	do ..... " 4	181 — 17	51— 9	26	54	80	100	28	70	..	2	....	...	15	....	15	
	Totals.....	1,740 994	994	2,778	1,868	4,944	5,699	2,831	2,512	6	10	...	...	510	....	510	21,807
	Majority for Kidd ...	746															

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RETURN from the Records of the General Election to the Legislative Assembly in 1898, etc.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub Divisions.	Names of Candidates and No. of Votes Polled for each.		Voters in each Sub-Division.			Ballot Papers sent out, and how disposed of in each Sub-Division.							Tendered Ballot Papers sent out, and how disposed of in each Sub-Division.			Population in each Constituency, as shown by last Census.
				Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division	Used.	Unused.	
		Lawson.	Whitney.														
Dundas, *Con*	Matilda ..... No. 1	82	94	176	34	210	274	176	96	....	2	.....	.....	25	1	24	
	" ..... " 2	70	113	187	50	237	300	187	113	4	....	.....	.....	25	.....	25	
	" ..... " 3	89	79	170	29	199	240	170	71	1	....	.....	.....	20	1	19	4,138
	" ..... " 4	71	83	154	19	173	200	154	46	....	....	.....	.....	20	.....	20	
	" ..... " 5	59	133	196	18	214	245	196	52	1	....	.....	.....	25	3	22	
	" ..... " 6	406— 35	625—123	160	32	192	215	160	85	2	2	.....	.....	20	1	19	
	Williamsburg ..... " 1	100	67	172	23	195	223	172	50	5	....	.....	.....	25	.....	25	
	" ..... " 2	84	63	148	25	173	199	148	50	1	1	1	.....	20	.....	20	
	" ..... " 3	92	85	177	17	194	220	177	43	....	....	.. ...	.....	25	.....	25	4,308
	" ..... " 4	91	61	152	21	173	199	152	48	....	....	.....	.....	20	.....	20	
	" ..... " 5	90	83	174	15	189	225	174	51	1	1	.....	.... .	25	.....	25	
	" ..... " 6	546— 89	432 - 73	162	23	185	219	162	55	....	....	.....	.....	20	.....	20	
	Winchester ..... " 1	73	39	113	7	120	147	113	34	1	1	.....	.....	20	.....	20	
	" .. .. " 2	50	81	132	31	163	200	132	68	1	....	.....	.....	20	3	17	
	" ..... " 3	30	45	75	13	88	129	75	54	....	....	.....	.....	20	.....	20	
	" ..... " 4	35	48	83	15	98	140	83	57	....	....	.....	.....	20	.....	20	3,621
	" ... ... " 5	53	26	80	10	90	164	80	83	1	1	.....	.....	19	.....	19	
	" ..... " 6	63	117	181	18	199	249	181	68	1	....	.....	.....	30	.....	30	
	" ..... " 7	379— 75	404 - 48	125	7	132	165	125	40	2	2	.....	.....	29	.....	29	
	Mountain ..... " 1	65	93	158	34	192	224	158	64	..	2	.....	.....	25	.....	25	
	" ..... " 2	74	94	169	18	187	210	169	41	1	1	....	..	19	.....	19	
	" ..... " 3	56	77	133	46	179	200	133	67	....	....	.....	.....	20	.....	20	3,422
	" ..... " 4	50	102	153	21	174	200	153	46	1	....	.....	.....	20	.....	20	
	" ..... " 5	312— 67	411— 75	144	32	176	200	144	56	2	....	.....	.....	20	.....	20	
	Totals	2,228	2,354 2,228	4,623	724	5,347	6,752	4,624	2,128	33	16	1	.... ..	697	13	684	20,132
	Majority for Whitney		126														

Ballots unaccounted for, 4.

Durham, W. R.		Mitchell.	Reid.															
	Bowmanville—																	
	West Ward .... No. 1	47	40	89	14	102	145	88	57	1	....	.....	.....	20	.....	20		
	do .... " 2	51	50	102	8	110	149	102	47	....	1	.....	...	10	.....	10		
	North Ward.... " 1	64	53	117	23	140	199	117	82	....	....	....	.....	10	....	10		3,377
	do .... " 2	82	76	158	16	174	200	158	42	....	....	.....	.....	10	.....	10		
	South Ward .... " 1	48	64	112	5	117	148	113	35	...	..	.....	....	10	.....	10		
	do .... " 2	334—42	344—61	103	8	111	149	103	46	....	....	.....	.....	10	.....	10		
	Darlington ..... " 1	128	40	169	18	187	198	169	29		1	.....	.....	10	.....	10		
	do .... " 2	113	69	183	8	191	200	183	17	...	1	....	.....	10	.....	10		
	do ..... " 3	73	45	119	18	137	147	129	28	1	..	....	....	10	.....	10		
	do ..... " 4	94	64	158	21	179	198	158	40	....	....	.....	.....	10	....	10		4,757
	do ..... " 5	101	64	166	22	188	197	165	31	1	....	.....	.....	10	.....	10		
	do ..... " 6	84	79	165	15	180	201	165	36	.. .	2	.....	.....	10	.. ..	10		
	do ..... " 7	714—121	404—43	165	19	184	197	164	32	....	1	.....	.....	10	.....	10		
	Cartwright ..... " 1	32	97	129	19	148	199	130	69	1	....	.....	.....	10	....	10		
	do ..... " 2	14	105	119	6	125	146	119	27	....	...	.....	.....	10	.....	10		2,026
	do ..... " 3	45	110	157	21	178	197	157	40	...	2	....	.....	8	...	8		
	do ..... " 4	124—33	387—75	109	9	118	150	109	41	1	...	.....	...	11	...	11		
	Clarke ..... " 1	60	78	139	11	150	199	139	60	1	....	.....	...	10	...	10		
	do ..... " 2	27	56	83	16	99	150	83	67	...	....	.....	.....	10	....	10		
	do ..... " 3	42	45	87	10	97	149	87	62	....	....	.....	.....	10	.....	10		
	do ..... " 4	45	105	151	13	164	199	151	48	1	....	.....	.....	10	.....	10		
	do ..... " 5	86	54	142	12	154	198	142	56	2	....	.....	.....	10	.....	10		4,427
	do ..... " 6	63	57	120	9	129	149	120	29	..	..	.....	.....	10	.....	10		
	do ..... " 7	20	72	93	9	102	148	93	55	...	1	.....	.....	10	.....	10		
	do ..... " 8	51	72	126	15	141	200	126	74	3	....	...	.....	10	.....	10		
	do .... " 9	458—64	597—58	123	9	132	149	123	26	....	1	. ...	.....	10	.....	10		
	Newcastle ..... " 1	34	50	84	13	97	149	84	65	....	....	.....	. ....	20	.....	20		787
	do ..... " 2	76—42	93—43	86	6	92	147	86	61	1	....	...	.....	10	....	10		
	Totals.....	1,706	1,825	3,531	373	3,926	4,857	3,554	1,302	13	10	.....	.....	299	...	299		15,374
			1,706															
	Majority for Reid	.....	119															
Durham, E. R.		Fallis.	Grandy.															
	Port Hope—																	
	North Ward.... No. 1	113	80	193	61	254	249	193	56	....	...	... ..	.....	34	....	34		
	South do .... " 1	95	63	158	65	223	225	158	61	6	...	..	.. ..	32	.....	32		
	East do .... " 2	38	50	88	70	158	150	88	62	....	....	.....	.....	19	1	18		4,667
	West do .... " 2	78	123	201	71	272	300	201	99	....	....	.. ...	. ...	45	.....	45		
	East do .... " 3	74	69	143	72	215	*225	*146	*54	*3	....	.....	....	25	1	24		
	West do .... " 3	446—48	507 –122	170	38	208	225	170	53	....	2	.....	.....	33	2	31		

*Incorrect.

RETURN from the Records of the General Election to the Legislative Assembly in 1898, etc.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled for each.		Voters in each Sub Division.			Ballot Papers sent out, and how Disposed of in each Sub-Division.							Tendered Ballot Papers sent out and how disposed of in each Sub-Division.			Population in each Constituency, as shown by last Census.
				Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
		Fallis.	Grandy.														
20 Durham, E.R.—*Con.*	Hope ..... No. 1	43	116	159	31	190	400	159	240	1	....	.....	.....	53	.....	53	
	do ..... " 2	24	116	140	22	162	Incomplete										
	do ..... " 3	28	108	136	23	159	175	136	38	...	1	.....	....	21	.....	21	
	do ..... " 4	71	57	128	45	173	174	128	Incomplete.			.....	....	21	.....	21	3,434
	do ..... " 5	98	73	171	35	206	201	171	30	....	....	....	.....	30	.....	30	
	do ..... " 6	326—62	541—71	133	35	168	175	133	41	...	1	.....	....	Incomplete.			
	Cavan ..... " 1	84	30	114	40	154	175	114	57	3	1	.....	.....	20	.....	20	
	do ..... " 2	90	38	128	31	159	175	129	46	....	1	.....	.....	21	.....	21	
	do ..... " 3	86	64	150	28	178	175	150	25	....	..	....	..	21	.....	21	2,862
	do ..... " 4	74	102	176	30	206	225	176	49	.....	..	...	....	32	.....	32	
	do ..... " 5	417—83	291—57	140	30	170	175	140	35	....	....	...	....	21	.....	21	
	Millbrook ..... " 1	85	37	122	16	138	150	122	26	....	..	1	....	19	.....	19	
	do ..... " 2	148—63	72—35	98	19	117	125	98	24	2	....	1	....	17	.....	17	1,647
	Manvers ..... " 1	54	39	93	17	110	125	93	32	....	....	.....	.....	17	.....	17	
	do ..... " 2	74	25	99	31	130	150	199	49	1	1	.....	....	19	..	....	
	do ..... " 3	121	22	143	54	197	200	153	53	....	....		.....	23	.....	....	
	do ..... " 4	94	17	111	23	134	150	111	39	....	....	...	... ..	19	....	....	3,243
	do ..... " 5	101	51	152	47	199	200	151	48	...	1	.....	.....	23	1	22	
	do ..... " 6	77	37	114	60	174	175	114	61	....	....	... ..	.....	21	..	21	
	do ..... " 7	612—91	232—41	132	46	178	175	135	42	1	....		.....	21	....	21	
	Totals	1,949 1,643	1,643	3,592	1,040	4,632	.....	.....	.....	....	....	.....	.....	.. ..	.....	....	15,193
	Majority for Fallis	306															

			Brower.	McIntyre.														
Elgin, E. R.	Yarmouth	No. 1	99	125	224	29	253	300	224	75	....	1	.....	.....	40	.....	40	
	do	" 2	96	124	221	36	257	300	220	79	1	....	.....	.....	40	.....	40	
	do	" 3	75	80	155	17	172	210	155	55	....	....	.....	.....	20	3	17	
	do	" 4	56	89	147	32	179	210	145	60	2	3	.....	.....	25	1	24	
	do	" 5	97	80	178	47	225	280	177	102	1	....	.....	.....	30	.....	30	5,471
	do	" 6	53	36	90	15	105	125	89	35	1	....	.....	.....	15	.. ...	15	
	do	" 7	128	87	219	39	258	300	215	81	4	....	.....	.....	35	... ..	35	
	do	" 8	28	44	74	11	85	100	72	24	2	2	....	.....	10	.....	10	
	do	" 9	676— 44	741— 76	120	22	142	171	120	51	....	....	.....	.....	20	.....	20	
	South Dorchester	" 1	57	78	136	21	157	197	135	61	1	....	.....	.....	20	....	20	
	do	" 2	79	56	135	31	166	167	135	32	....	....	.....	.....	20	.....	20	1,624
	do	" 3	195— 59	190— 56	116	28	144	170	115	54	1	....	.....	.....	20	.....	30	
	Malahide	" 1	89	107	197	31	228	247	196	50	1	....	.....	.....	30	.....	30	
	do	" 2	98	139	238	47	285	330	237	91	1	1	.....	... .	40	.....	40	
	do	" 3	95	85	180	43	223	280	180	100	....	....	.....	.....	30	.....	30	3,851
	do	" 4	93	78	172	21	193	260	171	88	1	....	.....	.....	25	. .	25	
	do	" 5	500—125	495— 86	212	34	246	300	211	88	1	....	.....	.....	30	.....	30	
	Bayham	" 1	106	104	210	54	264	300	210	89	....	1	...	....	35	9	26	
	do	" 2	70	80	150	41	191	250	150	100	....	....	.....	....	25	.....	25	
	do	" 3	67	40	108	41	149	200	107	92	1	....	.....	.....	20	.....	20	
	do	" 4	112	49	161	38	199	250	161	89	....	....	.....	.....	25	.....	25	3,856
	do	" 5	82	67	150	27	177	220	149	70	1	....	.....	.....	25	.....	25	
	do	" 6	496— 59	387— 47	106	53	159	179	106	73	....	....	.....	.....	25	1	24	
	Aylmer	" 1	83	93	178	49	227	280	176	102	2	....	.....	.....	30	1	29	
	do	" 2	87	98	186	27	213	270	185	81	1	3	.....	.....	30	.....	30	2,166
	do	" 3	237— 67	260— 69	137	30	167	200	136	62	1	1	.....	.....	30	.....	30	
	Vienna	" 1	48— 48	59— 59	108	20	128	180	107	72	1	....	.....	.....	20	....	20	398
	Springfield	" 1	48— 48	52— 52	102	32	134	180	100	78	2	....	.....	.....	20	....	20	463
	Port Stanley	" 1	67— 67	54— 54	122	29	151	190	121	68	1	....	.....	.....	20	.....	20	616
	Totals		2,267 2,238	2,238	4,532	945	5,477	6,646	4,505	2,102	27	12	.....	.. ...	755	15	740	18,445
	Majority for Brower		29															

			Macdiarmid.	Macnish.														
Elgin, W.R.	Tp. Aldborough	No. 1	101	100	202	31	233	258	201	56	1	....	.....	.....	23	.....	23	
	do	" 2	116	74	190	36	226	251	190	61	....	....	.....	.....	23	.....	23	
	do	" 3	168	96	264	39	303	331	264	67	....	..	.....	.....	23	.....	23	
	do	" 4	63	81	144	32	176	200	144	56	....	....	.....	.....	22	....	22	5,299
	do	" 5	64	89	153	15	168	191	153	37	....	1	.....	.....	23	.....	23	
	do	" 6	149	93	243	48	291	321	242	78	1	....	.....	.....	23	.....	23	
	do	" 7	65	45	110	15	125	146	110	36	...	....	.....	.....	23	.....	23	
	do	" 8	740— 14	649— 71	85	14	99	121	85	36	....	....	.....	.....	23	....	23	
	Tp. Dunwich	" 1	73	107	181	35	216	241	180	59	1	1	.....	.....	23	....	23	
	do	" 2	87	75	163	44	207	231	162	67	1	1	.....	.....	23	1	22	
	do	" 3	45	55	100	44	144	165	100	65	....	....	.....	.....	23	. . .	23	
	do	" 4	35	65	100	36	136	160	100	57	....	1	2	.....	23	.....	23	3,663
	do	" 5	19	95	114	60	174	201	114	87	....	....	.....	.....	23	1	22	

RETURN from the Records of the General Election to the Legislative Assembly in 1898, etc.—*Continued.*

Electoral District.	Names and number of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled for each.		Voters in each Sub-Division.			Ballot Papers sent out, and how Disposed of in each Sub-Division.							Tendered Ballot Papers sent out and how disposed of in each Sub-Division.			Population in each Constituency, as shown by last Census.
				Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
ELGIN W.—		Macdiarmid.	Macnish.														
Con	Tp. Dunwich.... No. 6	27	83	111	23	144	171	110	59	1	1	....	.....	23	.....	23	
	do .... " 7	49	79	129	43	172	201	128	72	1	....	....	....	23	....	23	
	do .... " 8	384— 49	614— 55	104	47	151	174	104	70	...	...	...	... ..	23	..	23	
	Tp. Dutton ..... " 1	99— 99	87 87	186	41	227	254	186	67	....	1	....	.....	23	2	21	828
	Tp. Southwold.... " 1	71	101	173	41	214	241	173	67	1	.	.....	.....	23	3	20	
	do .... " 2	49	67	117	27	144	171	116	54	1	.....	.....	.....	23	.....	23	
	do ... " 3	76	135	212	23	235	260	211	48	1	...	....	....	21	.....	21	
	do ... " 4	77	93	170	21	191	213	170	43	....	..	.....	.	25	.....	25	4,766
	do .... " 5	148	68	217	32	249	276	216	59	1	...	.....	... .	25	....	25	
	do .... " 6	103	82	185	19	204	230	185	45	....	..	.....	.....	22	1	21	
	do .... " 7	578— 54	641— 95	152	33	185	209	149	57	3	....	....	.....	23	.....	23	
	City of St. Thomas " 1	82	51	133	20	153	180	133	47	....	...	.....	.....	25	1	24	
	do " 2	132	94	228	50	278	309	226	72	2	....	....	.....	26	....	26	
	do " 3	93	73	166	43	209	235	166	69	....	....	....	.....	26	.....	26	
	do " 4	121	166	228	51	279	304	227	74	1	2	.....	.....	26	.....	26	
	do " 5	68	53	121	20	141	166	121	45	....	.	....	.....	26	.....	26	
	do " 6	118	90	208	105	313	341	208	132	....	1	.....	....	26	2	24	
	do " 7	95	82	177	76	253	280	177	103	....	..	.....	....	16	.....	16	
	do " 8	86	62	149	70	219	244	148	95	1	....	.....	.....	26	....	26	10,366
	do " 9	67	91	158	43	201	225	158	66	.	1	.....	.....	25	..	25	
	do " 10	67	62	131	45	176	201	129	70	2	....	.....	.....	25	....	25	
	do " 11	131	105	236	127	363	391	236	150	....	5	. .	.....	25	....	25	
	do " 12	102	86	189	80	269	295	188	105	1	1	.....	.....	24	1	23	
	do " 13	68	101	186	112	298	324	169	138	17	....	.....	.....	25	.....	25	
	do " 14	1,300— 70	1,109— 53	123	53	176	201	123	78	....	....	....	....	25	.....	25	
	Totals..	3,101 3,100	3,100	6,238	1,704	7,942	8,904	6,202	2,647	37	16	2	....	897	12	885	24,932
	Majority for Macdiarmid	1															

Essex, N...	Windsor—		McKee.	Martin.	Wintemute														
	Ward 1....Sub.-Div.	1	32	....	43	79	149	70	174	75	95	....	4	.... .	....	13	2	11	
	do .... "	2	43	.....	47	93	147	54	172	90	79	3	....	.....	.....	13	. ....	13	
	do .... "	3	65	1	35	102	160	56	192	101	90	1	....	.....	.....	14	1	13	
	do .... "	4	54	1	39	96	156	60	183	94	86	2	1	.....	....	13	1	12	
	do .... "	5	221—27	3—1	185—21	49	90	41	115	49	56	....	....	.....	.....	13	.....	13	
	Ward 2.... "	1	44	.....	32	76	127	51	152	76	76	....	....	.....	.....	13	...	13	
	do .... "	2	35	.....	34	70	107	37	132	69	62	1	....	... ..	....	14	.....	14	
	do .... "	3	37	.....	54	91	167	76	202	91	111	....	...	.....	.....	13	.....	13	
	do .... "	4	36	1	17	54	84	30	109	54	55	....	....	.....	.....	13	....	13	
	do .... "	5	49	....	44	93	146	53	171	93	78	....	....	.....	.....	13	.....	13	
	do .... "	6	28	....	25	56	93	37	114	53	57	3	....	1	..	13	.....	13	
	do .... "	7	19	.....	44	64	111	47	136	63	73	....	....	.....	.....	19	.....	19	
	do .... "	8	30	2	39	72	124	52	150	71	78	1	....	.....	.....	13	... ..	13	10,322
	do .... "	9	331—53	3—..	316—27	82	122	40	145	78	65	2	....	.....	.....	13	.....	13	
	Ward 3.... "	1	41	....	56	99	167	68	200	97	101	2	....	.....	.....	13	1	12	
	do .... "	2	46	1	29	81	117	36	145	76	64	5	....	.....	.....	13	.....	13	
	do .... "	3	39	2	80	123	200	77	242	121	119	2	....	.....	.....	13	...	13	
	do .... "	4	39	2	39	80	153	73	199	80	119	....	....	.....	.....	14	1	13	
	do .... "	5	206—41	7—2	267—63	106	162	56	187	106	81	....	....	.....	.....	13	.....	13	
	Ward 4.... "	1	30	.....	60	90	143	53	175	90	85	....	....	.....	.....	13	.....	13	
	do .... "	2	52	.....	48	100	170	70	199	100	99	....	....	.....	....	13	...	13	
	do .... "	3	47	2	48	97	159	62	203	97	106	....	....	..	.....	13	.....	13	
	do .... "	4	29	2	33	64	132	68	159	64	95	....	....	.....	.....	13	..	13	
	do .... "	5	38	1	30	70	128	58	153	69	82	1	1	... ..	.....	13	2	11	
	do .... "	6	232—36	7—2	245—26	64	152	88	177	64	111	....	2	.....	.....	13	.....	13	
	Walkerville—																		
	St. Andrew's Ward...		22	. .. .	35	58	122	64	147	57	89	...	1	.....	.....	13	.....	13	
	St. George's Ward.. .		18	1	41	60	88	28	113	60	53	....	....	.....	.....	13	3	10	993
	St. Denis' Ward.....		71—31	2—1	134—58	92	140	48	165	90	73	....	2	.....	... ..	13	2	11	
	Town of Sandwich, No.	1	106	2	49	161	203	42	230	157	69	....	4	.....	.....	12	.....	13	1,352
	do "	2	188—82	3—1	76—27	113	135	22	165	110	52	3	....	.....	.....	13	.....	13	
	Belle River..... "	1	79—79	2—2	18—18	99	124	25	150	99	51	....	....	.....	....	13	.....	13	657
	Sandwich, West .. "	1	32	....	34	67	123	56	148	66	81	....	1	..	.....	13	.....	13	
	do .. "	2	79	4	47	131	199	68	225	130	94	....	1	.. ...	.....	13	.....	13	
	do .. "	3	63	2	54	120	198	78	223	119	103	....	1	.....	.....	13	.....	13	2,643
	do .. "	4	32	1	5	44	127	83	152	38	108	6	....	.	.....	13	2	11	
	do .. "	5	277—71	12—5	176—36	114	177	63	208	112	94	2	....	.. ..	.....	13	.....	13	
	Sandwich, East... "	1	77	2	44	126	207	81	235	123	109	3	....	.....	.....	13	....	13	
	do ... "	2	81	4	52	140	182	42	207	106	67	....	4	.....	....	13	.....	13	
	do ... "	3	89	5	59	155	204	49	229	153	74	....	2	.....	.....	13	.....	13	
	do ... "	4	345—98	14—3	219—64	167	258	91	287	165	120	....	2	.....	.....	13	.....	13	4,378
	Sandwich, South. "	1	45	1	30	76	107	31	134	76	58	....	....	....	...	13	.....	13	
	do .. "	2	55	2	37	94	134	40	160	94	66	....	....	....	....	13	....	13	
	do .. "	3	36	1	35	74	106	32	131	72	56	2	1	.....	.....	13	1	12	
	do .. "	4	185—49	6—2	136—34	85	127	42	159	85	74	....	....	. ..	....	13	.....	13	
	Maidstone ..... "	1	30	4	104	140	172	32	197	138	57	2	....	.....	....	13	1	12	
	do ..... "	2	43	2	81	129	174	45	200	126	71	3	....	.....	.....	12	.....	12	
	do ..... "	3	47	1	84	133	163	30	207	132	74	....	1	.....	.....	13	.....	13	3,127
	do ..... "	4	40	2	75	119	161	42	207	117	88	2	....	.....	.....	13	....	13	
	do ..... "	5	201—41	9—..	392—48	89	130	41	154	89	65	....	....	.....	.....	13	1	12	

RETURN from the Records of the General Election to the Legislative Assembly in 1898, etc.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub Divisions.	Names of Candidates and No. of Votes Polled for each.			Votes in each Sub-Division.			Ballot Papers sent out and how Disposed of in each Sub-Division.							Tendered Ballot Papers sent out and how disposed of in each Sub-Division.			Population in each Constituency, as shewn by last Census.
					Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to vote.	Ballot Papers Taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
		McKee.	Martin.	Wintemute														
Essex, N. R. —*Con.*	Rochester ..... No. 1	67	1	27	97	123	26	148	95	51	2	....	.....	.....	13	.....	13	2,806
	do ..... " 2	58	.....	62	111	161	50	184	120	63	1	..	...	...	13	.....	13	
	do ..... " 3	25	2	71	99	166	67	191	98	91	1	1	.....	.....	13	1	12	
	do ..... " 4	229—79	5—2	185—25	106	187	81	214	106	108	..	....	....	.....	13	1	12	
	Anderdon ..... " 1	28	.....	86	114	184	70	208	114	93	....	.....	.....	...	13	.....	13	2,205
	do ..... " 2	7	.....	40	47	63	16	88	47	41	....	.....	.....	.....	13	...	13	
	do ..... " 3	42	3	65	110	145	35	170	110	60	...	.....	.....	.....	.....	.....	.....	
	do ..... " 4	118—41	6—3	239—48	93	149	56	174	92	81	1	....	.....	.....	13	.....	13	
	Totals	2,683 2,588	79	2,588	5,414	8,405	2,991	9,996	5,347	4,567	51	30	1	...	736	20	716	28,423
	Majority for McKee ..	95																
		Auld.		Killackey.														
Essex, S. R.	Essex Centre ..... No. 1	48		38	86	22	108	108	86	22	....	....	.....	.....	9	....	9	1,709
	do ..... " 2	63		46	109	26	135	135	109	24	2	....	.....	.....	10	....	10	
	do ..... " 3	164—53		132—48	101	18	121	121	101	18	2	....	.....	.....	11	1	10	
	Amherstburg ..... " 1	83		40	123	38	163	163	123	38	2	....	.....	.....	8	....	8	2,279
	do ..... " 2	88		59	147	26	173	173	147	25	1	....	.....	.....	9	....	9	
	do ..... " 3	260—89		140—41	130	34	164	164	130	32	2	....	.....	.....	7	.....	7	
	Colchester South . " 1	81		41	122	39	161	161	121	38	1	....	.....	.....	6	.....	6	2,827
	do .. " 2	68		84	152	26	178	178	152	21	1	...	.....	.....	10	.....	10	
	do .. " 3	101		76	171	28	205	205	171	28	....	....	.....	....	14	.....	14	
	do .. " 4	351—101		253—52	153	27	181	181	153	27	....	....	.....	.....	14	.....	14	

	Colchester North..	" 1	100	73	173	47	220	220	173	47	....	..	.....	.....	10	1	9	1,720
	do ..	" 2	50	55	105	21	126	126	105	21	....	....	.....	.....	10	.....	10	
	do ..	" 3	177- 27	183— 55	82	21	103	103	82	21	1	....	....	.....	14	.....	14	
	Gosfield South....	" 1	34	22	56	13	69	69	56	13	....	....	.....	.....	10	....	10	
	do	" 2	86	48	134	38	172	172	134	36	2	....	.....	.....	9	.....	9	
	do	" 3	65	61	126	19	145	145	126	17	2	...	...	.....	7	.....	7	
	do	" 4	41	36	77	17	94	94	77	17	....	....	.....	.....	9	....	9	
	do	" 5	262— 36	202— 35	71	6	77	77	71	6	....	....	.....	.....	7	....	7	4,071
	Gosfield North....	" 1	71	65	136	26	162	162	136	26	....	....	.....	.....	14	1	13	
	do	" 2	77	67	144	32	176	176	144	32	....	1	.....	.....	14	.....	14	
	do	" 3	45	53	98	35	133	133	98	35	....	....	.....	.....	12	.....	12	
	do	" 4	224— 31	204 - 19	50	11	61	61	50	11	....	....	....	.. ....	7	.....	7	
	Malden	" 1	72	54	126	10	136	136	126	10	....	....	....	.....	10	1	9	1,573
	do	" 2	42	74	116	15	131	131	116	15	...	....	.....	.....	10	.....	10	
	do	" 3	186— 72	166- 38	110	21	131	131	110	20	1	....	.....	.....	10		10	
	Leamington	" 1	89	84	173	26	199	199	173	26	1	....	....	.....	14	2	12	2,910
	do	" 2	88	87	175	29	204	204	175	29	....	....	....	.....	14	.....	14	
	do	" 3	253— 76	231— 60	136	18	154	154	136	18	....	....	.....	.....	12	.....	12	
	Pelee Island	" 1	100—100	56— 56	156	32	188	188	156	32	....	....	.....	.....	14	.....	14	605
	Kingsville	" 1	64	97	161	40	201	201	161	40	....	....	...	.....	14	1	13	1,335
	do	" 2	119— 55	146— 49	104	22	126	126	104	22	....	....	.....	.....	10	....	10	
	Mersea, Ward 1...	" 1	113	59	172	23	195	195	172	22	....	1	.....	.....	12	.....	12	
	do 2...	" 1	64	97	161	11	172	172	161	11	....	....	.....	.. ..	10	.....	10	
	do 2...	" 2	82	31	113	15	128	128	113	15	....	....	.....	.....	9	..	9	
	do 3...	" 1	56	61	117	21	138	138	117	20	1	....	.....	.....	10	.. ..	10	3,788
	do 3...	" 2	34	64	98	20	118	118	98	20	....	....	.....	.....	10	.....	10	
	do 4...	" 1	110	61	171	24	195	195	171	24	...	....	.....	.....	7	. ...	7	
	do 4...	" 2	521—521	397— 24	86	16	102	102	86	15	1	....	.....	.....	14	...	14	
	Tilbury West	" 1	100	120	220	25	245	245	220	25	2	1	.....	.....	14	.....	14	
	do	" 2	13	41	54	16	70	70	54	16	....	....	....	.....	7	.....	7	
	do	" 3	39	21	60	15	75	75	60	15	..	....	.....	.....	7	.....	7	
	do	" 4	44	51	95	20	115	115	95	20	....	....	.....	.....	8	.....	8	
	do	" 5	227— 31	246— 13	44	26	70	70	44	26	....	....	.....	.....	7	.....	7	
	Tilbury North	" 1	92	41	133	15	148	148	133	15	....	....	.....	.....	7	.....	7	5,100
	do	" 2	38	22	60	10	70	70	60	10	....	....	.....	.....	6	.....	6	
	do	" 3	44	27	71	19	80	80	71	9	...	....	.....	.....	5	....	5	
	do	" 4	58	11	69	10	79	79	69	10	2	....	.....	.. ..	5	....	5	
	do	" 5	294— 62	105— 4	66	15	81	81	66	15	....	....	.....	.....	7	.....	7	
	Totals		3,138 2,461	2,461	5,593	1,084	6,678	6,678	5,592	1,055	24	3	.....	.....	474	7	467	26,917
	Majority for Auld....		677															
Frontenac..	Kingston Tp	No. 1	Gallagher. 77	Haycock. 54	132	46	178	200	132	68	1	....	.....	.....	25	.....	25	
	do	" 2	72	117	191	80	271	300	191	109	....	2	.....	.....	30	.....	30	
	do	" 3	55	75	130	32	162	200	130	70	....	1	.....	.	20	.....	20	3,349
	do	" 4	57	40	99	54	153	200	98	102	1	1	... ..	.....	25	1	24	

RETURN from the Records of the General Election to the Legislative Assembly in 1898, etc.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled for each.		Voters in each Sub-Division.			Ballot Papers sent out, and how Disposed of in each Sub-Division.							Tendered Ballot Papers sent out and how disposed of in each Sub-Division.			Population in each Constituency, as shown by last Census.
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		Gallagher.	Haycock.														
Frontenac—*Con.*	Kingston Tp ..... No. 5	35	77	113	56	169	200	112	88	....	....	.....	....	25	1	24	
	do .... " 6	347-51	398—35	86	42	128	175	86	89	....	....	.....	.....	25	.....	25	
	Portland ..... " 1	47	18	67	34	101	150	65	85	....	....	...	.....	20	2	18	
	do ..... " 2	119	12	132	29	161	200	131	69	....	1	....	.....	25	1	24	
	do ..... " 3	92	23	115	25	140	200	115	85	....	....	.....	...	20	...	20	2,512
	do ..... " 4	45	12	58	16	74	100	58	42	1	....	.....	.....	15	.....	15	
	do ..... " 5	105	47	153	34	187	225	153	72	1	....	....	.....	20	...	20	
	do ..... " 6	439—31	172—60	92	27	119	150	91	59	....	....	1	.....	15	1	14	
	Loughborough ... " 1	93	74	169	43	212	250	167	83	...	....	...	.....	20	2	18	
	do .... " 2	63	27	92	27	119	150	90	60	....	....	....	.....	15	2	13	2,218
	do ... " 3	33	50	84	19	103	125	83	42	....	....	....	.....	15	1	14	
	do .... " 4	268—79	192—41	120	41	161	200	120	80	....	....	.....	.....	20	....	20	
	Wolfe Island .... " 1	38	40	81	47	128	175	81	94	2	1	....	.....	20	.....	20	
	do .... " 2	57	53	112	75	187	225	112	113	2	....	....	.....	20	.....	20	2,003
	do .... " 3	43	34	77	45	122	150	77	73	....	....	....	.....	20	.....	20	
	do .... " 4	170—32	170—43	75	48	123	150	75	75	....	....	....	.....	20	.....	20	
	Pittsburgh .... " 1	44	52	96	16	112	175	96	79	....	....	....	.....	20	.....	20	
	do ..... " 2	35	59	94	21	115	175	94	81	....	....	....	.....	20	....	20	
	do ..... " 3	50	54	104	22	126	175	104	71	....	....	....	.....	20	.....	20	3,000
	do ..... " 4	35	60	95	27	122	175	95	80	....	....	....	.....	20	....	20	
	do ..... " 5	209—45	272—47	92	44	136	175	92	83	....	....	....	.....	20	.....	20	
	Storrington .... " 1	74	67	141	17	158	200	141	59	....	....	....	.....	20	...	20	
	do ..... " 2	100	98	199	30	229	275	199	76	1	....	....	.....	25	.....	25	2,285
	do ..... " 3	41	106	148	21	169	200	147	53	....	1	.....	.....	20	1	19	
	do .. ... " 4	224-9	275—4	13	4	17	50	13	37	....	....	.....	.....	15	.....	15	
	Bedford ..... " 1	83	79	163	59	222	275	163	112	1	....	.....	.....	25	.....	25	
	do ..... " 2	35	9	45	14	59	100	44	56	....	....	.....	.....	15	1	14	1,837
	do ..... " 3	40	4	44	14	58	100	44	56	....	....	.....	.....	15	.....	15	
	do ..... " 4	183—25	148—56	83	23	106	150	82	68	1	....	.....	.....	15	1	14	
	Howe Island ..... " 1	29—29	40—40	72	16	88	125	72	53	3	....	....	.....	15	.....	15	422

	Garden Island.... " 1	67—67	....		67	7	74	125	67	58	....	....	.....	.....	20	.....	20	412	
	Totals.....	1,936 1,667	1,667		3,634	1,155	4,789	6,200	3,620	2,580	14	7	1	.....	700	14	686	18,038	
	Majority for Gallagher	269																	
		McDonald	Macpherson.	McRae.															
Glengarry..	Charlottenburgh Tp.—																		
	St. Raphael's .. No. 1	104	37	30	171	56	227	230	171	59	....	....	.....	.....	24	.....	24		
	Williamstown .. " 2	116	55	1	173	43	216	230	172	57	1	....	.....	.....	24	.....	24		
	South-east Ward " 3	30	63	4	97	30	127	200	97	103	....	....	.....	...	24	.....	24		
	Summerstown .. " 4	94	43	22	163	56	219	230	159	65	4	2	.....	....	24	.....	24		
	Tyrtown ..... " 5	57	36	8	103	22	125	200	101	97	2	....	.....	.....	24	1	23	5,657	
	Cashion's Glen.. " 6	70	28	12	112	26	138	200	110	88	2	....	.....	.....	24	....	24		
	Martintown .... " 7	67	39	38	146	46	192	200	144	54	2	....	... ..	.....	24	.....	24		
	Munro's Mills .. " 8	615—77	336—35	135—20	134	55	189	200	132	66	2	....	.....	.....	24	.....	24		
	Lancaster Tp—																		
	Gunn's Corners. " 1	28	102	19	149	67	216	230	149	81	....	....	... ..	... .	23	.....	23		
	Curry Hill ..... " 2	60	66	26	153	36	189	200	152	47	1	....	.....	.....	23	.....	23		
	School Section 9. " 3	57	24	27	108	16	124	200	108	92	..	....	.....	.....	23	.....	23		
	12 in 6th ..... " 4	35	23	63	121	46	167	199	121	78	....	....	.....	.....	23	.....	23	4,084	
	McDougall's S. House..... " 5	48	22	20	90	31	121	200	90	110	....	....	.....	.....	23	... ..	23		
	Glennevis ..... " 6	298—70	245— 8	196—41	119	65	184	200	119	81	....	....	.....	.....	24	.....	24		
	Lochiel Tp.—																		
	Glen Robertson. " 1	75	11	55	143	67	210	230	141	88	1	....	.....	.....	24	1	23		
	Glen Sanfield... " 2	33	33	57	123	59	182	199	123	76	....	...	.. ..	.....	22	. ....	22		
	Bredalbane..... " 3	39	49	31	119	68	187	200	119	81	..	....	.....	.. ...	23	.....	23		
	Kirk Hill ..... " 4	73	50	17	140	59	199	229	140	87	1	1	.....	.....	23	.....	23	5,016	
	Quigley's Corners " 5	80	24	27	131	53	184	200	131	69	....	....	.....	.....	23	.....	23		
	Cameron's do " 6	372—72	194—27	216—29	128	55	183	199	128	71	....	....	.....	.....	22	.....	22		
	Kenyon Tp.—																		
	Lot 15 in 2nd... " 1	91	39	10	140	72	212	200	140	59	....	1	.....	.....	23	.....	23		
	Greenfield..... " 2	94	74	24	192	67	259	230	192	38	....	....	.....	.....	23	.....	23		
	Dunvegan..... " 3	50	121	2	174	25	199	200	173	26	1	....	.....	.....	23	.....	23		
	Dominionville .. " 4	67	68	19	154	51	205	200	154	46	....	....	.....	.....	23	.....	23	5,376	
	Laggan ..... " 5	54	69	5	128	31	159	230	1 8	102	....	....	.....	.....	24	.....	24		
	St. Elmo..... " 6	383—27	431—60	61— 1	88	28	116	200	88	112	....	...		...	24	.....	24		
	Maxville Village. " 1	58—58	71—71	9— 9	138	35	173	199	138	61		.	.. ..	.....	24	.	24		
	Lancaster do " 1	37—37	86—86	4— 4	128	38	166	200	127	72	1	....	.....	.....	23	.....	23	700	
	Alexandria do " 1	74	38	25	137	66	203	200	137	63	...	....	.....	.....	24	.....	24	1,614	
	do do " 2	142—68	76—38	58—33	139	54	193	200	139	61	....	..	....		24	...	24		
	Totals.....	1,905 1,439	1,439	679	4,041	1,423	5,464	6,235	4,023	2,190	18	4	.....	.....	703	2	701	24,447	
	Maj. for McDona'd...	466																	

RETURN from the Records of the General Election to the Legislative Assembly in 1898, etc.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled for each.		Voters in each Sub-Division.			Ballot Papers sent out and how Disposed of in each Sub-Division.							Tendered Ballot Papers sent out and how disposed of in each Sub-Division.			Population in each Constituency, as shewn by last Census.
		Buchanan.	Joynt.	Total No. of votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Rejected Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers Taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
Grenville...	Edwardsburgh .... No. 1	46	53	99	58	157	167	100	67	1	....	.....	.....	17	.....	17	
	do .... " 2	51	59	110	42	152	162	110	52	....	....	.....	.....	17	.....	17	
	do .... " 3	36	27	63	67	130	140	63	77	....	....	.....	.....	17	.....	17	
	do .... " 4	61	63	124	48	172	182	124	58	....	....	.....	.....	17	.....	17	
	do .... " 5	74	40	114	20	134	144	115	29	....	1	.....	.....	17	.....	17	4,517
	do .... " 6	47	46	93	41	134	144	93	51	....	....	.....	.....	17	.....	17	
	do .... " 7	37	62	99	27	126	136	99	37	....	....	.....	....	17	.....	17	
	do .... " 8	30	46	76	25	101	111	76	35	....	....	.....	....	17	.....	17	
	do .... " 9	401— 19	431— 35	54	9	63	73	54	19	....	....	.....	.....	17	.....	17	
	Cardinal . ... " 1	78— 78	142—142	220	137	357	367	221	146	1	...	.....	.....	17	.....	17	959
	South Gower ..... " 1	33	67	100	23	123	133	100	33	....	....	.....	.....	17	.....	17	969
	do .... " 2	83— 50	94— 27	77	51	128	138	78	60	....	1	.....	.....	17	.....	17	
	Orford ... . " 1	24	71	95	48	143	153	96	57	....	1	.....	.....	17	.....	17	
	do .... " 2	12	34	46	33	79	89	46	43	....	....	.....	.....	17	....	17	
	do .... " 3	31	74	105	69	174	184	105	79	....	....	.....	.....	17	...	17	
	do ..... " 4	34	78	112	63	175	185	113	72	1	....	.....	.....	17	...	17	3,307
	do ..... " 5	21	52	73	29	102	112	73	39	....	....	.....	.....	17	..	17	
	do ..... " 6	47	66	113	51	164	174	114	60	1	....	.....	.....	19	.....	19	
	do ..... " 1	212— 43	432— 57	100	73	173	183	101	82	1	....	.....	.....	17	.....	17	
	Wolford .... " 1	13	70	83	60	143	153	83	70	...	....	.....	.....	17	....	17	
	do ... . " 2	19	78	97	53	150	160	97	63	....	....	.....	.....	17	.....	17	2,115
	do ..... " 3	31	62	93	64	157	167	93	74	...	...	....	.....	17	.....	17	
	do ..... " 4	84— 21	276— 06	87	47	134	144	89	55	2	....	.....	.....	17	.....	17	
	Merrickville ..... " 1	40	54	94	37	131	141	96	45	....	2	....	.....	17	....	17	1,072
	do ..... " 2	89— 49	93— 39	88	47	135	145	88	57	....	...	.....	...	17	.....	17	
	Kemptville ..... " 1	63	63	126	45	171	181	128	53	1	1	.....	.....	17	...	17	1,226
	do . ... " 2	94 —31	158— 95	126	26	152	162	126	36	....	....	.....	.....	17	....	17	

Augusta	"	1	65	39	104	30	134	144	104	40	....	....	.....	.....	17	.....	17		
do	"	2	62	36	98	27	125	135	98	37	....	....	.. ...	.....	17	.....	17		
do	"	3	46	39	85	56	141	151	87	64	2	....	....	.....	17	.....	17		
do	"	4	34	43	77	30	107	117	77	40	....	..	.....	.....	17	.....	17		
do	"	5	12	86	98	24	122	132	102	30	....	4	....	.....	17	.....	17		
do	"	6	41	53	94	43	137	147	95	52	1	....	.....	.....	17	.....	17		2,919
do	"	7	55	65	120	37	157	167	120	47	....	....	.....	.....	17	.....	17		
do	"	8	47	47	94	40	134	144	94	50	....	....	.....	.....	17	.....	17		
do	"	9	35	68	103	32	135	145	104	41	...	1	.....	.... .	17	2	15		
do	"	10	404— 7	514— 38	45	16	61	71	45	26	..	....	.....	.....	17	.....	17		
Prescott	"	1	109	91	200	122	322	332	203	129	3	....	.....	.....	17	.....	17		
do	"	2	90	84	174	92	266	276	175	101	1	....	.....	.....	17	.....	17		2,919
do	"	3	305—106	221— 46	152	84	236	246	153	93	1	....	... ..	.....	17	.....	17		
Totals			1,750	2,361	4,111	1,926	6,037	6,437	4,138	2,299	16	11	.....	. .	682	2	680		21,609
				1,750															
Majority for Joynt				611															

			Boland.	Davis.	Lucas.													
Grey, C. R.	Artemesia Tp.	No.	1	93	6	64	163	55	218	220	163	57	....	....	....	....	25	1	24	
	do	"	2	66	10	81	157	33	190	190	157	27	3	3	....	... ..	20	.....	20	
	do	"	3	71	8	127	206	31	237	240	206	32	2	..	.....	.....	25	.....	25	
	do	"	4	47	10	96	153	32	185	190	153	34	3	....	.....	.....	20	.....	20	4,092
	do	"	5	20	8	78	106	31	137	140	106	31	1	2	.....	.....	15	.....	15	
	do	"	6	309— 12	47— 5	483 - 37	54	11	65	69	54	15	....	....	.....	.....	10	.....	10	
	Collingwood Town.	"	1	3	6	8	17	20	37	40	17	23	. .	....	....	.....	5	....	5	
	do	"	2	10	6	24	40	21	61	70	40	30	....	....	...	.....	10	....	10	
	do	"	3	9	1	7	17	9	26	30	17	13	....	....	.....	. ....	5	.....	5	
	do	"	4	41	....	26	67	28	95	110	67	42	1	....	.....	.....	10	....	10	
	do	"	5	21	....	44	65	12	77	79	65	14	..	....	....	.....	10	....	10	
	do	"	6	56	....	39	95	34	129	130	95	35	....	....	.....	.....	15	.....	15	
	do	"	7	25	4	31	60	7	67	70	60	10	....	....	.....	.....	10	.....	10	3,932
	do	"	8	30	....	57	87	25	112	120	87	33	....	....	.....	.....	15	1	14	
	do	"	9	32	....	61	93	28	121	130	93	37	....	....	.....	.....	15	....	15	
	do	"	10	70	1	76	147	36	183	190	147	43	....	....	.....	.....	20	...	20	
	do	"	11	11	3	20	34	12	46	50	34	16	....	....	.....	.....	10	.....	10	
	do	"	12	315— 7	22- 1	406— 13	21	16	37	40	21	19	. ..	....	.....	.....	5	....	5	
	Euphrasia Tp.	"	1	13	5	43	61	34	95	100	61	38	1	...	.....	.....	10	....	10	
	do	"	2	43	....	58	101	38	139	140	101	39	....	....	.....	.....	15	.....	15	
	do	"	3	12	.. ..	35	47	11	58	60	47	13	...	....	.....	.....	10	.. ...	10	
	do	"	4	44	11	88	142	55	197	199	142	55	1	1	.....	.....	25	1	24	
	do	"	5	41	14	91	146	29	175	179	146	32	1	....	.....	.....	15	....	15	3,567
	do	"	6	22	9	43	74	21	95	100	74	25	....	....	.....	.....	20	.....	20	
	do	"	7	21	12	88	121	43	164	170	121	49	....	...	.....	.....	20	....	20	
	do	"	8	226— 31	64— 13	525— 79	123	52	175	180	123	56	....	....	.....	.....	25	.....	25	

RETURN from the Records of the General Election to the Legislative Assembly in 1898, etc.—*Continued*

Electoral District.	Names and Numbers of Polling Sub Divisions.	Names of Candidates and No. of Votes Polled for each.			Voters in each Sub-Division			Ballot Papers sent out and how Disposed of in each Sub-Division.							Tendered Ballot Papers sent out and how disposed of in each Sub-Division.			Population in each Constituency, as shewn by last Census.
					Total No. of Votes Polled.	No of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers Taken from Polling Places.	No. of Tendered ballots sent out to each Sub-Division.	Used.	Unused.	
		Boland.	Davis.	Lucas.														
Grey, C. R. —*Con.*	Holland ... . " 1	78	.....	86	164	52	216	220	164	56	...	....	.....	.....	25	.....	25	
	do ..... " 2	71	4	91	166	66	232	240	166	72	1	1	.....	.....	20	5	15	
	do ..... " 3	43	5	125	173	72	245	250	173	69	5	....	3	.....	20	.....	20	3,602
	do ..... " 4	76	2	49	127	41	168	170	127	41	2	....	.....	.....	20	....	20	
	do ..... " 5	297— 29	14— 3	450— 99	131	41	172	177	131	45	....	1	.....	.....	25	....	25	
	Markdale Vil..... " 1	42— 42	2— 2	120 120	164	21	185	190	164	26	....	....	.....	.....	25	.....	25	
	Osprey Tp .... .. " 1	20	16	79	115	39	154	159	115	42	2	....	.....	.....	15	2	13	
	do ..... " 2	18	24	86	128	57	185	190	128	61	1	....	.....	.....	25	2	23	
	do ..... " 3	57	16	69	142	66	208	209	142	65	2	....	.....	.....	20	.....	20	3,314
	do ..... " 4	14	8	31	53	45	98	100	53	46	1	....	.....	.....	25	3	22	
	do .... " 5	32	24	64	120	78	198	199	120	77	1	1	.....	.....	25	1	24	
	do ..... " 6	173— 32	98— 10	372— 43	85	47	132	140	85	55	....	....	.....	.....	25	3	22	
	Sullivan ..... " 1	63	3	84	150	59	209	210	150	60	....	....	..	.. ...	20	.....	20	
	do ..... " 2	95	4	29	128	66	194	200	128	72	....	....	.....	.....	25	...	25	
	do ..... " 3	38	2	100	140	48	188	190	140	49	1	....	.....	.. ...	5	.....	5	4,164
	do ..... " 4	73	5	41	119	70	189	190	119	71	....	....	.....	.. ..	15	.....	15	
	do ..... " 5	297— 28	18— 4	360—106	138	61	199	200	138	61	1	....	.....	.....	10	.....	10	
	Thornbury To vn.. " 1	9	....	11	20	4	24	30	20	10	....	....	.....	. ....	20	.....	..	
	do .. " 2	25	1	50	76	44	120	120	76	44	....	....	.....	.....	20	. ..	..	902
	do .. " 3	63— 29	2 - 1	97— 36	66	32	98	600	66	31	....	....	.....	.....	25	....	25	
	Totals.....	1,722	267	2,813 1,722	4,802	1,733	6,525	6,720	4,802	1,874	32	9	3	.....	800	19	781	24,329
	Majority for Lucas ...	....	....	1,091														

			Boyd.	Cleland.															
Grey, N. R.	Town Owen Sound, No.	1	80	52	132	10	142	150	132	18	....	....	.....	.....	15	.....	15		
	do	" 2	79	81	160	28	188	200	160	40	....	....	.....	.....	15	.....	15		
	do	" 3	50	58	108	23	131	140	108	30	....	2	.....	.....	15	2	13		
	do	" 4	105	60	165	54	219	230	165	63	....	1	.....	.....	15	...	15		
	do	" 5	88	63	151	19	170	180	150	28	....	....	.....	.....	15	.....	15		
	do	" 6	52	32	84	21	205	210	84	126	....	....	...	.....	15	.....	15		
	do	" 7	62	43	105	27	132	140	105	32	....	3	....	.....	15	....	15		
	do	" 8	47	37	84	10	94	100	84	34	2	....	....	.....	15	.....	15	7,497	
	do	" 9	69	51	120	68	188	190	120	69	1	....	....	.....	15	...	15		
	do	" 10	48	39	87	37	124	130	87	43	....	....	.....	....	15	.....	15		
	do	" 11	69	55	124	96	120	130	124	25	....	....	....	.....	15	.....	15		
	do	" 12	53	54	107	13	120	130	107	23	....	....	.....	.....	15	....	15		
	do	" 13	59	24	83	136	219	220	83	136	....	....	.....	.....	15	.....	15		
	do	" 14	39	46	85	30	115	120	85	32	....	....	.....	.....	15	.....	15		
	do	" 15	962— 62	743— 48	110	77	187	190	110	74	....	5	.....	.....	15	.....	15		
	Tp. Sydenham....	" 1	69	79	148	42	190	200	148	51	....	1	. ....	.....	15	.....	15		
	do	" 2	93	75	168	34	202	210	168	41	....	....	. .	.....	15	....	15		
	do	" 3	47	35	82	19	101	110	82	28	....	....	2	.....	15	.....	15		
	do	" 4	15	40	55	10	65	70	55	14	....	1	.....	.....	15	.....	15		
	do	" 5	22	69	91	11	102	110	91	17	....	....	.....	.....	15	....	15	3,903	
	do	" 6	29	21	50	9	59	60	51	19	....	....	.....	.....	15	.....	15		
	do	" 7	29	70	99	1	110	120	99	21	....	....	.....	.....	15	.....	15		
	do	" 8	16	67	83	19	102	110	83	27	....	....	.....	.....	15	.....	15		
	do	" 9	351— 31	488— 32	63	9	72	80	63	17	....	....	.....	....	15	.....	15		
	Tp. Derby.....	" 1	72	74	156	19	175	200	146	52	....	2	.....	.....	15	.....	15		
	do	" 2	64	85	149	49	198	210	149	60	....	....	.....	....	15	....	15		
	do	" 3	35	44	77	14	91	100	79	21	....	1	.....	.....	15	....	15	2,200	
	do	" 4	236— 65	248— 45	110	20	130	140	110	30	....	....	.....	.....	15	.....	15		
	Town of Meaford.	" 1	23	25	48	10	58	60	48	21	....	....	....	.....	15	.....	15		
	do ..	" 2	44	39	83	26	109	110	83	25	....	5	.....	.. ..	15	.....	15		
	do ..	" 3	41	34	75	21	106	110	75	35	....	....	.....	.....	15	. ...	15		
	do ..	" 4	29	45	74	15	89	90	74	15	....	1	.....	.....	15	1	14	1,999	
	do ..	" 5	32	37	69	16	85	90	69	23	....	....	.....	.....	15	....	15		
	do ..	" 6	185— 16	214 - 34	50	22	72	80	50	29	....	....	. .....	.....	15	.....	15		
	Tp. St. Vincent ..	" 1	65	26	91	20	111	120	91	29	....	1	.....	.....	15	.....	15		
	do ..	" 2	34	36	70	37	107	110	70	39	1	....	....	.....	15	.....	15		
	do ..	" 3	38	59	97	42	139	140	97	41	1	1	.....	. .	15	.....	15		
	do ..	" 4	44	100	144	32	186	190	146	44	....	2	.....	.....	15	.....	15		
	do ..	" 5	19	63	82	25	107	110	82	28	....	....	.. ..	.....	15	.....	15	3,494	
	do ..	" 6	37	29	66	39	105	110	66	42	2	....	.....	....	15	...	15		
	do ..	" 7	50	36	86	35	121	130	86	43	....	....	.....	.....	15	.....	15		
	do ..	" 8	27	16	43	25	68	70	43	26	....	....	.....	.....	15	.....	15		
	do ..	" 9	331 - 17	410— 45	62	17	79	80	62	18	....	....	.....	....	15	.. ...	15		
	Sarawak	" 1	80	39	119	41	160	170	50	120	....	....	1	.....	15	.....	15		
	do	" 2	35	31	66	26	92	110	66	34	....	....	.....	.....	15	.....	15	1,201	
	do	" 3	27	27	54	10	64	70	54	16	....	....	.....	.....	15	1	14		
	do	" 4	195— 53	124-- 27	80	18	98	110	80	20	....	....	....	....	15	....	15		
	Keppel	" 1	39	33	72	17	89	90	72	18	....	....	. .	.....	15	.....	15		
	do	" 2	46	43	89	35	124	130	89	41	....	....	.....	....	15	....	15		

RETURN from the Records of the General Election to the Legislative Assembly in 1898, etc.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled for each.			Voters in each Sub-Division.			Ballot Papers sent out and how Disposed of in each Sub Division.							Tendered Ballot Papers sent out and how disposed of in each Sub-Division.			Population in each Constituency, as shewn by last Census.
					Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
Grey, N. R. —*Con.*		Boyd.		Cleland.														
	Keppel ..... No. 3	65		60	125	37	162	170	125	44	...	1	.....	.....	15	.....	15	3,774
	do ..... " 4	91		47	138	40	178	180	138	43	...	....	.....	.....	15	.....	15	
	do ..... " 5	49		27	76	21	97	100	76	21	....	1	.....	.....	15	.....	15	
	do ..... " 6	60		35	95	47	142	150	95	53	...	2	.....	.....	15	.....	15	
	do ..... " 7	55		52	107	9	116	120	107	31	....	1	.....	...	15	.....	15	
	do ..... " 8	447— 42		343— 46	88	28	116	120	88	31	....	...	...		15	....	15	
	Totals..... ...	2,707		2,570	5,277	1,617	6,951	7,280	5,277	2,111	7	32	2	.....	825	... ..	822	24,068
		2,570																
	Majority for....	137																
Grey, S. R.		Jamieson.	Morgan.	McNicol.														
	Tp. Bentinck ....No. 1	46	53	22	122	58	180	180	121	58	1	....	....	.....	12	2	10	5,323
	do .... " 2	71	19	20	110	52	162	162	110	52	...	...	....	....	12	....	12	
	do .... " 3	86	35	38	161	53	214	214	159	53	2	....	.....	...	12	.....	12	
	do .... " 4	47	78	20	145	89	234	234	145	89	....	....	.	.....	12	.....	12	
	do .... " 5	61	100	24	185	98	283	283	185	98	....	....	.....	.....	12	....	12	
	do .... " 6	68	48	59	177	89	266	266	175	89	2	..	.....	...	12	.....	12	
	do .... " 7	56	40	20	117	75	192	192	116	75	1	....	.....	.....	12	.....	12	
	do .... " 8	455 — 20	399— 26	226— 23	70	43	113	113	69	43	1	....	.. ..	...	12	.....	12	
	Egremont ..... " 1	81	16	47	145	52	197	197	144	52	1	....	.	.....	12	.....	12	3,904
	do ..... " 2	55	49	34	138	36	174	174	138	36	.	....	.....	.....	12	....	12	
	do ..... " 3	54	43	59	157	44	201	201	156	43	1	1	... ..	.. ..	12	.....	12	
	do ..... " 4	42	56	37	135	55	190	190	135	55	....	....	.....	.....	12	.....	12	
	do ..... " 5	48	37	50	135	55	190	190	135	55	.	..	...	.....	12	1	11	

	do	" 6	309 — 29	234 — 33	280 — 53	116	40	156	156	115	39	1	1			12		12	
	Glenelg	" 1	101	32	17	150	36	186	186	150	35		1			12	2	10	
	do	" 2	68	26	32	126	33	159	159	126	32		1			12		12	
	do	" 3	50	50	19	119	35	154	154	119	35					12		12	3,318
	do	" 4	50	51	6	107	28	135	135	107	28					12		12	
	do	" 5	353 — 84	210 — 51	84 — 10	146	22	168	168	145	22	1				12		12	
	Normanby	" 1	102	73	18	194	50	244	244	193	50	1				12		12	
	do	" 2	149	96	5	251	31	282	282	250	31	1				12		12	
	do	" 3	85	78	10	170	52	226	226	173	52	1				12		12	5,006
	do	" 4	57	97	10	164	43	207	207	164	41		2			12		12	
	do	" 5	72	31	26	129	48	177	177	129	48					12		12	
	do	" 6	527 — 62	413 — 38	85 — 16	116	39	155	155	116	38		1			12		12	
	Proton	" 1	56	26	32	114	22	136	136	114	21		1			12	1	11	
	do	" 2	56	53	31	140	37	177	177	140	36		1			12	1	11	
	do	" 4	60	82	10	152	14	166	166	152	13		1			12		12	3,297
	do	" 4	45	45	8	98	21	119	119	98	21					12		12	
	do	" 5	87	27	11	125	25	150	150	125	25					12		12	
	do	" 6	334 — 30	335 — 102	96 — 4	136	44	180	180	136	44					12		12	
	Durham	" 1	38	20	2	61	21	82	82	60	20	1	1			12		12	
	do	" 2	63	15	3	81	23	104	104	81	22		1			12		12	1,273
	do	" 3	194 — 93	64 — 29	7 — 2	124	46	170	170	124	45		1			12		12	
	Dundalk	" 1	77 — 77	62 — 62	6 — 6	145	29	174	174	145	28		1			12		12	696
	Totals		2,249	1,717	784	4,765	1,538	6,303	6,303	4,750	1,524	15	14			420	7	413	22,817
			1,717																
	Majority for Jamieson		532																

			Holmes.	Lalor.														
Haldimand	Caledonia	" 82 — 82	116 — 116	198	30	228	275	198	77					22		22	968
	Cayuga	" 123 — 123	52 — 52	175	43	218	275	175	98	1	1			22		22	822
	Hagersville	" 77 — 77	140 — 140	217	33	250	298	217	81					22	1	21	1,061
	Cayuga North	No. 1	84	16	100	25	125	200	100	100					21		21	
	do	" 2	42	32	74	18	92	125	74	50	1				22		22	1,893
	do	" 3	91	64	155	29	184	200	155	45					22	2	20	
	do	" 4	262 — 45	179 — 67	112	23	135	200	112	87	1				21		21	
	Cayuga South	" 1	71 — 71	126 — 126	197	54	251	301	197	101	2	1			22		22	925
	Dunn	" 1	27	99	126	14	140	200	126	72	2				22		22	984
	do	" 2	55 — 28	168 — 69	99	10	107	125	97	25	3				21		21	
	Oneida	" 1	89	41	130	15	145	200	131	68		1			21		21	
	do	" 2	13	46	59	10	69	101	59	41		1			21		21	
	do	" 3	58	29	87	7	94	125	87	37		1			20	1	19	2,400
	do	" 4	23	44	67	27	94	125	67	57		1			20		20	
	do	" 5	213 — 30	177 — 17	47	5	52	99	47	52					21		21	
	Rainham	" 1	59	72	131	23	154	200	131	68	1				21		21	
	do	" 2	87	78	165	15	180	200	165	35					20		20	2,010
	do	" 3	238 — 92	182 — 32	124	17	141	200	124	76					20		20	
	Seneca	" 1	52	40	92	26	118	200	92	105	2	1			21		21	
	do	" 2	53	3	56	15	71	100	56	44					20		20	

RETURN from the Records of the General Election to the Legislative Assembly in 1898, etc.—*Continued.*

Electoral District.	Names and Number of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled for each.		Voters in each Sub-Division.			Ballot Papers sent out, and how Disposed of in each Sub-Division.							Tendered Ballot Papers sent out and how disposed of in each Sub-Division.			Population in each Constituency, as shown by last Census.
				Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
Haldimand.		Holmes.	Lalor.														
—*Con.*	Seneca..... No. 3	48	62	110	18	128	200	110	89	1	....	.....	.....	23	.....	23	2,231
	do ..... " 4	39	51	90	23	113	200	90	110	....	....	.....	.....	21	....	21	
	do ..... " 5	242—50	234—78	128	29	157	200	128	71	1	....	.....	.....	21	.....	21	
	Walpole..... .... " 1	59	68	127	13	140	200	129	70	1	....	.....	.....	23	....	23	
	do ..... " 2	110	47	157	20	177	200	147	52	....	1	.....	.....	22	.....	22	
	do ..... " 3	95	50	145	23	168	200	145	53	2	....	.....	.....	22	....	22	
	do ..... " 4	35	27	62	14	76	100	62	37	....	1	.....	.....	23	.....	23	
	do ..... " 5	88	58	146	26	172	200	146	53	1	....	.....	.....	20	.....	20	4,922
	do ..... " 6	42	31	73	11	84	125	73	52	....	....	.....	.....	22	.....	22	
	do ..... " 7	63	70	133	30	163	200	133	67	....	....	.....	.....	21	....	21	
	do .... " 8	38	105	143	27	170	200	145	52	2	1	.....	.....	22	2	20	
	do .... " 9	594—64	481—25	89	6	95	209	89	110	...	1	.....	.....	22	....	22	
	Total	1,957	1,855	3,812	689	4,501	5,974	3,807	2,135	21	11	.....	.....	684	6	678	18,216
		1,855															
	Majority for Holmes..	102															
Halton.		Barber.	Kerns.														
	Esquesing Tp.....No. 1	84	60	144	....	169	179	144	34	1	..	. ....	.....	20	.....	20	
	do ..... " 2	99	108	207	....	223	236	207	23	....	3	.....	....	20	...	20	
	do ..... " 3	83	83	166	....	183	193	166	25	1	1	.....	....	20	.....	20	
	do ..... " 4	100	42	142	.....	160	170	142	23	2	3	....	.....	20	.....	20	4,435
	do ..... " 5	80	74	154	.....	173	183	154	28	1	..	.....	. ..	20	.....	20	
	do ..... " 6	538—92	470—103	195	.....	221	231	195	36	...	....	.....	.....	20	....	20	
	Georgetown ..... " 1	124	48	172	.....	204	214	172	41	1	....	.....	.....	20	.....	20	1,509
	do ..... " 2	235—111	91—43	154	.....	173	183	154	27	1	1	.....	....	20	1	19	

	Acton	" 1	51	77	128	....	157	167	128	67	2	....	.....	.....	20	.....	20	1,209
	do	" 2	134— 83	164— 87	170	.....	198	208	170	37	1	....	.....	.....	20	.....	20	
	Nassagaweya	" 1	103	105	208	.....	251	261	208	51	2	....	.....	.....	20	.....	20	2,809
	do	" 2	119	99	218	....	230	240	218	22	....	....	.....	.....	20	.....	20	
	do	" 3	344—122	255— 51	173	.....	214	224	173	51	....	....	.....	.....	20	....	20	
	Trafalgar	" 1	78	93	171	.....	193	203	171	31	1	....	.....	.....	20	3	17	
	do	" 2	61	138	199	.....	230	240	199	40	....	....	.....	.....	19	....	19	
	do	" 3	128	73	201	.....	233	243	201	40	2	....	.....	.....	20	2	18	4,153
	do	" 4	76	70	146	.....	182	192	146	46	...	....	.....	.....	20	3	17	
	do	" 5	59	60	119	.....	139	149	119	28	1	1	....	....	20	.....	20	
	do	" 6	509—107	489— 55	162	....	193	203	162	39	....	1	....	.....	20	1	19	
	Oakville	" 1	37	59	96	.....	142	153	96	55	2	....	.....	.....	20	2	18	
	do	" 2	49	67	116	.....	171	181	116	65	....	....	.....	.....	20	....	20	1,823
	do	" 3	167— 81	200— 74	155	.....	216	226	155	60	....	....	.....	.....	20	1	19	
	Burlington	" 1	54	79	133	.....	171	181	133	46	....	2	.....	.....	20	.....	20	
	do	" 2	104— 50	154— 75	125	.....	175	185	125	56	3	1	.....	.....	20	.....	20	1,325
	Nelson	" 1	58	76	134	.....	158	168	134	33	1	....	.....	.....	20	.....	20	
	do	" 2	70	92	162	.....	187	197	162	35	....	....	.....	.....	20	.....	20	
	do	" 3	87	68	155	.....	176	186	*	.....	...	....	.....	.....	20	†		3,269
	do	" 4	51	68	119	.....	131	141	119	22	....	....	.....	.....	20	.....	20	
	do	" 5	37	37	74	.....	93	103	74	29	....	....	....	.....	20	.....	20	
	do	" 6	344 41	454—113	154	.....	184	194	154	40	....	....	.....	.....	20	1	19	
	Milton Town	Ward N	57	43	100	.....	114	124	100	24	....	....	....	.....	21	1	20	
	do	" E	32	41	73	.....	85	95	73	‡	....	....	.....	.....	20	1	19	1,450
	do	" S	156— 67	131— 47	114	.....	127	137	114	23	....	....	.....	.....	21	.. ..	21	
	Totals		2,531 2,408	2,408	4,939	.....	5,856	6,186	... .	.....	....	....	.....	.....	661	16	.....	21,982
	Majority for Barber.		123															
West Hamilton.			Colquhoun.	Gibson.														
	Hamilton	No. 12	78	100	178	25	207	312	182	126	4	....	.....	.....	48	1	47	
	do	" 13	138	91	229	28	257	324	229	93	2	....	.....	.....	50	.....	50	
	do	" 14	58	92	150	31	181	325	150	175	....	....	.....	.....	50	.....	50	
	do	" 15	79	95	174	37	211	350	174	175	....	1	.....	.....	25	....	25	
	do	" 16	84	86	170	35	205	325	205	114	6	....	.....	.....	25	.....	25	
	do	" 17	97	60	157	26	183	325	183	141	1	....	.....	....	25	.....	25	
	do	" 17 A	57	40	97	30	127	325	97	227	1	....	.....	.....	25	.....	25	
	do	" 18	110	63	173	36	209	325	173	136	1	....	.....	.....	25	.....	25	
	do	" 19	97	48	145	27	172	325	172	153	....	....	.....	.....	25	.....	25	
	do	" 20	60	53	113	32	145	325	145	177	3	....	.....	.....	25	.....	25	
	do	" 20 A	75	53	128	31	159	325	128	197	....	....	.....	.....	25	.....	25	
	do	" 21	91	60	151	40	191	325	151	164	9	1	.....	.....	25	1	24	
	do	" 22	101	43	144	33	177	325	144	179	2	....	.....	.....	25	.....	25	
	do	" 23	107	66	173	33	206	325	173	148	4	....	.....	.....	25	.. ..	25	
	do	" 24	56	69	125	21	146	325	125	209	....	....	.....	.....	25	1	24	
	do	" 25	80	62	142	40	182	325	142	183	....	....	.....	.....	25	.....	25	
	do	" 26	82	65	147	31	178	300	147	146	7	.. ..	.....	.....	25	.....	25	

* Not given in Poll Book.

† Not complete in Poll Book.

‡ Unused Ballots not given in Poll Book.

RETURN from the Records of the General Election to the Legislative Assembly in 1897, etc.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled for each.		Voters in each Sub-division.			Ballot Papers sent out, and how Disposed of in each Sub-Division.							Tendered Ballot Papers sent out and how disposed of in each Sub-Division.			Population in each Constituency, as shown by last Census.
				Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' List.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to vote.	Ballot Papers taken from Polling Places.	No. of tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
		Colquhoun.	Gibson.														
West Hamilton.	Hamilton ..... No. 27	36	46	82	30	112	325	112	211	2	....	.....	.....	25	.....	25	Total population of City of Hamilton, 48,973.
	do ..... " 28	88	77	165	55	220	325	165	148	12	....	.....	.....	50	.....	50	
	do ..... " 29	61	58	119	28	147	325	119	200	3	3	.....	.....	49	.....	49	
	do ..... " 30	84	83	167	30	197	325	167	153	3	2	.....	.....	51	.....	51	
	do ..... " 31	86	71	157	44	201	325	151	162	6	....	.....	.....	25	1	24	
	do ..... " 32	107	90	197	55	252	325	200	122	3	....	.....	.....	25	.....	25	
	do ..... " 33	78	91	169	35	209	324	174	145	5	....	.....	.....	25	.....	25	
	do ..... " 34	88	68	156	27	183	325	158	165	2	....	.....	.....	25	1	24	
	do ..... " 35	98	103	201	34	235	325	201	122	2	....	....	.....	25	.....	25	
	do ..... " 36	103	79	182	42	224	325	183	141	1	....	.....	.....	50	.....	25	
	do ..... " 37	65	70	135	43	178	300	139	156	4	1	.....	.....	25	1	24	
	do ..... " 38	84	99	183	55	238	325	183	142	....	....	.....	.....	50	.....	50	
	do ..... " 39	70	54	124	36	160	300	124	175	1	....	.....	.....	25	.....	25	
	do ..... " 40	68	100	168	49	217	300	174	126	6	....	.....	.....	25	.....	25	
	do ..... " 41	74	63	137	43	180	300	140	160	3	....	.....	.....	25	.....	25	
	do ..... " 42	66	78	144	47	191	300	149	151	5	....	.....	.....	50	.....	50	
	do ..... " 43	54	98	152	12	164	300	152	145	....	3	.....	.....	50	....	50	
	Totals.....	2,752 2,474	2,474	5,226	1,201	6,427	10,885	5,226	5,550	98	11	.....	.....	1,073	6	1,067	
	Maj. for E. A. Colquhoun.	278															
East Hamilton.		Carscallen.	Middleton.														
	Hamilton ..... No. 1	70	61	131	22	153	200	131	69	....	....	.....	.....	25	....	25	
	do ..... " 2	125	135	260	50	310	350	260	89	1	....	.....	.....	25	.....	25	
	do ..... " 3	69	104	173	97	200	250	173	74	3	....	.....	.....	25	....	25	

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RETURN from the Records of the General Election to the Legislative Assembly in 1898, etc.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled for each.		Voters in each Sub-Division.			Ballot Papers sent out, and how Disposed of in each Sub-Division.							Tendered Ballot Papers sent out and how disposed of in each Sub-Division.			Population in each Constituency as shown by last Census.
				Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers Taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
		Morrison.	Bleecker.														
Hastings, W. R.—*Con.*	Belleville ..... No. 13	84	63	147	51	198	300	147	153	....	....	.....	....	30	.....	30	
	" ..... " 14	983— 71	898— 51	122	63	185	300	122	178	....	....	.....	....	30	...	30	
	Trenton ..... " 1	71	60	131	23	654	300	131	166	3	....	.....	.....	30	2	28	
	" ..... " 2	98	40	138	88	226	300	138	161	1	....	....	.....	30	1	29	
	" ..... " 3	82	37	119	78	197	300	119	181	....	....	...	.....	30	.....	30	4,363
	" ..... " 4	67	46	113	97	210	300	113	187	....	....	.....	.....	30	.....	30	
	" ..... " 5	116	62	178	73	251	300	178	118	3	1	.....	.....	30	..	30	
	" ..... " 6	505— 71	302— 57	128	66	194	300	128	170	....	2	.....	.....	30	2	28	
	Sidney ..... " 1	104	85	189	41	230	300	189	105	....	6	...	.....	30	.....	30	
	" ..... " 2	52	82	134	83	217	300	134	166	....	....	....	.....	30	.....	30	
	" ..... " 3	75	100	175	96	271	300	175	125	....	....	.....	.....	30	.....	30	4,152
	" ..... " 4	102	110	212	73	285	300	212	87	1	....	.....	.....	30	1	29	(Frankfort)
	" ..... " 5	105	127	232	51	283	300	232	65	....	3	.....	.....	30	1	29	533
	" ..... " 6	497— 59	584— 80	139	137	276	300	139	158	2	1	.....	.....	30	.....	30	
	Totals	1,985 1,784	1,784	3,769	1,852	5,621	7,800	3,769	3,997	12	21	1	.....	780	7	773	18,964
	Majority for Morrison.	201															
		Allen.	Lott.														
Hastings, N. R.....	Stirling, Tp ..... No. 1	55	52	107	13	120	160	107	53	....	....	.....	....	21	.....	21	850
	do ..... " 2	81—26	131—79	105	12	117	157	108	52	....	....	.....	.....	21	3	18	
	Rawdon..... ... " 1	87	43	130	.....	153	197	130	67	....	....	.....	.....	20	.....	20	
	do ..... " 2	38	119	158	25	183	223	158	66	....	..	...	.....	19	1	18	

do	"	3	65	70	135	30	165	204	135	68	....	1	.....	.....	21	.....	21	3,629
do	"	4	66	51	117	19	136	177	117	63	....	....	.....	.....	20	.....	20	
do	"	5	98	58	156	26	182	219	156	63	....	....	.....	.....	20	.....	20	
do	"	6	441- 87	402 61	149	46	194	235	149	86	1	....	.....	.....	19	.....	19	
Huntingdon	"	1	83	73	156	34	190	234	160	77	1	....	.....	.....	20	3	17	
do	"	2	114	60	177	134	313	271	177	94	1	2	.....	.....	20	.....	20	2,562
do	"	3	338 -141	223- 90	235	....	311	.....	.....	.....	.....	.....	.....	.....	12	.....	12	
Marmora & Lake.	"	1	129	65	195	42	237	275	195	80	....	....	.....	.....	14	12	2	
do	"	2	100	83	183	77	240	249	183	76	....	....	.....	.....	19	2	17	
do	"	3	42	21	63	15	78	116	63	52	....	....	.....	.....	19	.....	19	2,176
do	"	4	300—29	257—88	121	16	137	181	121	56	3	1	.....	.....	19	.....	19	
do	"	5	*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Madoc, Vil	"	1	*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
do	"	2	61—61	79—79	141	69	210	248	141	107	1	...	.....	.....	20	.....	20	1,134
Madoc, Tp	"	1	91	43	134	59	193	232	138	96	....	....	.....	.....	20	4	16	
do	"	2	188	29	219	109	286	328	219	.....	2	....	.....	.....	20	1	19	
do	"	3	166	31	197	88	285	325	197	128	....	....	...	....	20	.....	20	
do	"	4	489—44	179 76	122	85	207	244	122	121	2	....	.....	.....	19	2	17	2,967
					†										19	.....	19	
Elziver and Grimsthorpe	"	1	73	55	129	27	156	153	129	24	1	....	.....	.....	20	.....	20	
do	"	2	77	36	115	41	156	168	115	53	2	....	...	....	20	.....	20	1,506
do	"	3	173—23	98 - 7	30	23	53	63	30	33	....	....	.....	.....	14	1	13	
Tudor and Cashel.	"	1	46	33	83	44	127	167	83	85	3	....	...	.....	19	4	15	
do	"	2	96—50	62—29	84	46	126	166	84	86	1	....	.....	.....	20	.....	20	843
Limerick	"	1	34	48	85	25	110	141	85	56	2	1	.....	.....	20	7	13	
do	"	2	42-- 8	72—24	34	9	45	85	34	51	1	....	.....	.....	.....	.....	..	508
Wollaston			*	.....	.....	.....	.....	.....	.....	.....	.....	.....	... ..	.....	20	.....	20	771
Faraday	No.	1	73	100	173	83	266	303	173	170	....	....	.....	.....	10	.....	10	
do	"	2	93 - 20	110—10	31	19	50	90	31	59	1	....	.....	.....	10	.....	10	705
Dungannon	"	1	58	46	105	35	140	180	105	75	....	1	.....	.....	20	10	10	
do	"	2	74—16	75—29	45	66	111	111	45	66	....	....	.....	.....	.....	.....	.....	754
Mayo			54—54	50—50	104	44	148	188	104	84	....	....	.....	.....	.....	.....	.....	518
Carlow			36—36	80—80	118	58	176	215	118	86	1	1	.....	.....	.....	.....	.....	569
Monteagle and Herschel	No.	1	19	145	166	145	301	260	166	94	2	....	.....	.....	.....	.....	.....	
do	"	2	24	51	75	45	124	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,552
do	"	3	79—36	272—76	112	51	164	163	112	89	....	....	.....	.....	20	....	20	
Bangor, Machar and Wicklow...	"	1	17—17	32—32	49	37	86	109	49	59	1	....	.....	.....	15	.....	15	1,026
Totals			2,374	2,122	.....	....	.....	.....	.....	.....	....	....	.....	.....	.....	.....	.....	22,070
			2,122															
Majority for Allen..			252															

* No returns. † It is impossible for the Returning Officer to complete this Return owing to Deputy Returning Officers not filling out their statements.

RETURN from the Records of the General Election to the Legislative Assembly in 1898, etc —*Continued.*

Electoral District.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled for each.		Voters in each Sub-Division.			Ballot Papers sent out, and how Disposed of in each Sub Division.							Tendered Ballot Papers sent out and how disposed of in each Sub-Division.			Population in each Constituency, as shown by last Census.
				Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
		Russell.	Stokes.														
Hastings, E.	Thurlow Tp.—																
	Front ..... No 1	113	55	168	35	203	220	168	52	....	....	....	.....	22	....	22	
	2nd Con..... " 2	30	55	85	18	103	220	85	134	....	1	....	.....	22	....	22	
	Donovan's ..... " 3	47	39	86	22	108	220	86	131	2	1	.....	.....	22	1	21	
	Cannifton ..... " 4	52	58	110	36	146	220	110	109	....	....	.....	.....	22	.....	22	
	Corbyville ..... " 5	70	72	142	20	162	220	142	78	....	....	.....	.....	22	2	20	4,679
	Foxboro ..... " 6	92	58	150	21	171	220	150	69	....	1	.....	.....	22	2	20	
	Zion's Hill..... " 7	66	62	128	19	147	220	128	92	...	...	.....	.....	22	3	19	
	Plainfield..... " 8	55	80	135	27	162	220	135	81	4	....	.....	.....	22	.....	22	
	College ..... " 9	601—76	503—24	100	44	144	220	100	120	....	....	.....	.....	22	.....	22	
	Tyendinaga Tp.—																
	Shannonville ... " 10	32	98	130	22	152	220	130	90	....	....	.....	.....	22	.....	22	
	Mulross ..... " 11	61	107	168	15	183	220	168	52	....	....	.....	.....	22	.....	22	
	Londsdale ..... " 12	104	42	146	32	178	220	146	73	....	1	.....	.....	22	.....	22	
	Moull's School.. " 13	52	95	147	27	174	220	147	72	1	....	.....	.....	22	.....	22	3,856
	Black's ..... " 14	71	31	102	29	131	220	102	116	1	1	.....	.....	22	.....	22	
	Marysville..... " 15	71	79	150	27	177	220	150	69	1	....	.....	.....	22	.....	22	
	Hantry's ..... " 16	504—113	481 - 29	142	18	160	220	142	78	....	....	.....	.....	22	.....	22	
	Town Deseronto—																
	Centre Ward (1). " 17	72	28	100	19	119	220	100	118	2	....	.....	.....	22	.....	22	
	do do (2). " 18	32	45	77	25	102	220	77	143	...	....	.....	.....	22	.....	22	
	East do (1). " 19	27	33	60	23	83	220	60	158	1	1	.....	.....	22	.....	22	
	do do (2). " 20	45	40	85	24	109	220	85	135	....	....	.....	.....	22	.....	22	3,095
	West do (1). " 21	67	72	139	13	152	220	139	80	1	....	.....	.....	22	.....	22	
	do do (2). " 22	70	28	98	34	132	220	98	120	2	....	.....	.....	22	.....	22	
	do do (3). " 23	372—59	273 - 27	86	23	109	220	86	130	4	....	.....	.....	22	1	21	
	Hungerford Tp.—																
	do " 24	37	134	171	19	190	220	171	48	....	1	.....	.....	22	.....	22	
	do " 25	41	73	114	21	135	220	114	106	....	....	.....	.....	22	.....	22	

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RETURN from the Records of the General Election to the Legislative Assembly in 1897, etc.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled for each.		Voters in each Sub-Division.			Ballot Papers sent out, and how disposed of in each Sub-Division.							Tendered Ballot Papers sent out and how disposed of in each Sub-Division.			Population in each Constituency, as shown by the last Census.
				Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
		Hislop.	Mooney.														
Huron E.R. —*Continued.*	Brussels Vil .....No. 1	37	32	69	17	86	230	69	161	....	....	.....	.....	23	.....	23	
	do ..... " 2	61	40	102	55	157	230	102	128	1	.....	.....	.....	23	.....	23	
	do ..... " 3	147— 49	111— 39	89	20	109	230	89	151	1	....	....	....	23	....	23	504
	Wroxeter Vil..... " 1	73 - 73	30— 30	103	26	129	230	103	127	....	....	.....	.....	23	.....	23	
	Totals	2,417	1,919	4,359	1,457	5,816	9,000	4,359	4,641	11	9	.....	.....	900	3	897	20,891
		1,919															
	Majority for Hislop...	498															
		Eilber.	McLean.														
Huron, S.R.	Seaforth ... .No. 1	55	141	198	45	243	300	198	102	....	2	.....	.....	20	.....	20	
	do ..... " 2	31	64	97	40	137	200	97	103	....	2	.....	.....	21	.....	21	
	do .... " 3	47	59	107	49	156	209	107	102	1	...	.....	.....	20	.....	20	2,641
	do ..... " 4	24	33	58	23	81	170	58	111	1	1	.....	.....	20	.....	20	
	do ..... " 5	181— 24	338— 41	66	33	99	138	66	72	1	....	.. ..	.....	21	.....	21	
	Goderich Tp..... " 3	86	41	130	25	155	220	130	90	3	....	.....	.....	25	.....	25	
	do ... . " 4	71	19	90	13	103	168	90	78	....	....	.....	.. ..	17	.....	17	1,907
	do ..... " 6	199— 42	89— 29	71	4	75	161	71	90	....	....	.....	.....	20	.....	20	
	Tuckersmith .... " 1	61	119	181	31	212	282	181	101	1	....	...	.....	21	....	21	
	do ..... " 2	36	123	159	22	181	250	158	91	....	.. ..	.....	.....	22	1	21	
	do ..... " 3	44	132	179	29	208	250	179	68	3	3	.....	.....	21	.....	21	2,867
	do ..... " 4	190 - 49	494—120	169	17	186	349	169	78	....	2	.....	.....	20	.....	20	
	Exeter ..... " 1	71	27	98	10	108	170	98	72	....	....	.. ..	.....	22	.....	22	
	do ..... " 2	59	32	94	10	104	160	94	66	3	....	.....	.....	28	.....	28	
	do .. .. " 3	55	42	100	13	113	157	100	57	3	....	.....	.....	21	.....	21	1,809
	do ..... " 4	266— 81	155— 54	136	23	159	207	135	72	....	....	..	.....	21	1	20	

Usborne	" 1	121	57	179	24	203	248	179	69	1	....	.....	.....	21	.....	21		
do	" 2	64	91	155	8	163	226	155	71	....	....	.....	.....	22	.....	22	2,528	
do	" 3	116	46	162	31	193	255	162	93	....	....	.....	....	20	.....	20		
do	" 4	365— 64	267— 73	137	20	157	210	137	73	....	....	.....	.....	22	1	21		
Stephen	" 1	104	52	156	9	165	252	156	96	....	...	.....	.....	22	.....	22		
do	" 2	134	30	164	22	186	242	164	78	....	....	.....	.....	21	.....	21		
do	" 3	128	43	171	16	187	237	171	66	....	....	.....	.....	23	.....	23		
do	" 4	51	41	92	13	105	160	92	68	....	....	.....	....	21	.....	21		
do	" 5	56	69	125	30	155	223	125	98	....	....	....	.....	21	.....	21	4,271	
do	" 6	94	37	133	19	152	210	133	97	2	....	.....	.....	22	.....	22		
do	" 7	77	27	105	25	130	200	105	95	....	1	.....	.....	21	1	20		
do	" 8	727— 83	352— 53	137	30	167	250	136	114	....	1	.....	.....	22	1	21		
Hensall	" 1	105—105	98— 98	206	26	232	297	206	91	3	1	.....	.....	20	.....	20		
Bayfield	" 1	78— 78	63— 63	142	34	176	230	142	88	1	....	.....	.....	21	.....	21	595	
Stanley	" 1	37	65	102	27	129	190	102	88	....	....	.....	.....	29	.....	29		
do	" 2	36	86	124	12	136	202	124	78	2	....	.....	.....	21	.....	21		
do	" 3	114	40	154	20	174	202	154	47	....	1	.....	.....	19	.....	19	2,470	
do	" 4	66	23	89	6	95	173	90	83	....	1	.....	.....	21	.....	21		
do	" 5	291— 38	310— 96	134	19	153	225	135	91	....	1	.....	.....	20	.....	20		
Hay	" 1	22	55	78	13	91	175	78	97	1	....	.....	.....	20	1	19		
do	" 2	21	47	69	7	76	169	69	101	....	....	.....	.....	20	1	19		
do	" 3	113	86	200	25	225	296	200	96	1	....	.....	.....	24	.....	24		
do	" 4	32	54	86	4	90	159	86	73	....	....	.....	.....	23	.....	23	4,244	
do	" 5	56	110	166	13	179	246	166	80	....	....	.....	.....	20	.....	20		
do	" 6	93	70	163	24	187	255	163	92	1	....	.....	....	21	.....	21		
do	" 7	373— 36	450— 28	66	6	72	143	66	77	2	....	.....	.....	21	.....	21		
Totals		2,775	2,616	5,428	870	6,298	8,961	5,428	3,533	30	16	.....	.....	898	7	891	23,332	
		2,616																
Majority for Eilber		159																

Huron, W.R		Beck.	Garrow.															
Town of Clinton	No. 1	34	31	65	41	106	200	65	135	....	....	.....	.....	20	.....	20		
do	" 2	26	36	62	41	103	200	62	138	....	....	.....	.....	20	.....	20		
do	" 3	39	41	81	74	155	200	82	118	1	....	.....	.....	20	.....	20		
do	" 4	34	48	83	32	115	200	83	117	1	....	.....	.....	20	.....	20	2,635	
do	" 5	36	35	71	59	130	199	71	128	....	....	.....	.....	20	.....	20		
do	" 6	29	27	56	70	126	199	56	143	....	....	.....	.....	20	.....	20		
do	" 7	29	25	54	35	89	200	54	145	....	1	.....	.....	20	.....	20		
do	" 8	267— 40	278— 35	75	40	115	200	75	125	....	....	.....	.....	20	.....	20		
Tp. Ashfield	" 1	72	47	119	41	161	200	120	80	...	1	.....	.....	20	.....	20		
do	" 2	97	57	155	23	178	200	155	45	1	....	.....	.....	20	.....	20		
do	" 3	64	59	123	43	166	200	123	77	....	....	.....	.....	20	.....	20		
do	" 4	65	38	104	34	138	196	104	92	1	....	.....	.....	20	.....	20	4,010	
do	" 5	34	85	120	35	155	400	120	280	1	....	.....	.....	20	.....	20		
do	" 6	25	81	106	42	148	200	106	94	....	....	.....	....	20	....	20		
do	" 7	384— 27	446— 79	106	40	146	199	106	93	....	....	.....	.....	20	.....	20		
Tp. Colborne	" 1	65	84	151	35	186	200	153	48	2	1	.....	.....	20	.....	20		

RETURN from the Records of the General Election to the Legislative Assembly in 1898, etc.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled for each.		Voters in each Sub-Division.			Ballot Papers sent out and how Disposed of in each Sub-Division.							Tendered Ballot Papers sent out and how disposed of in each Sub-Division.			Population in each Constituency, as shown by last Census.
				Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
Huron, W.R —*Continued*		Beck.	Garrow.														
	Tp. Colborne.....No. 2	66	33	99	46	145	200	99	101	...	....	.....	.....	20	.....	20	2,215
	do ..... " 3	99	66	165	51	216	250	165	85	....	....	.....	.....	20	.....	20	
	do ..... " 4	275— 45	237— 54	99	46	145	200	99	101	....	....	.....	.....	20	1	19	
	Goderich Town ... " 1	71	54	125	25	150	200	125	75	....	....	.....	.....	20	.....	20	
	do ... " 2	77	67	145	25	170	200	145	55	1	....	.....	.....	20	.....	20	
	do ... " 3	64	62	128	27	155	200	130	70	2	2	.....	.....	20	....	20	
	do ... " 4	51	64	115	20	135	250	115	135	....	....	.....	.....	20	....	20	3,839
	do ... " 5	53	54	107	18	125	200	107	92	....	....	.....	.....	20	.....	20	
	do ... " 6	82	70	152	33	185	200	152	48	....	....	.....	.....	20	.....	20	
	do ... " 7	439— 41	421— 50	91	15	106	200	91	109	....	....	.....	.....	20	.....	20	
	Tp. Goderich (part) " 1	90	35	126	10	135	200	126	75	1	....	.....	.....	20	.....	20	
	do " 2	63	27	90	39	130	200	90	110	...	1	.....	.....	20	.....	20	1,000
	do " 5	227— 74	104— 42	117	38	154	200	118	82	1	1	.....	.....	20	.....	20	
	Tp. Hullett (part) " 5	33	35	69	56	146	200	69	131	1	..	.....	.....	20	.....	20	
	do " 6	31	41	72	78	150	200	72	128	....	....	.....	.....	20	....	20	1,356
	do " 7	90— 26	134— 58	85	64	149	200	86	114	1	1	.....	.....	20	.....	20	
	Village of Blyth...No. 1	41	56	97	18	115	200	97	103	....	....	.....	.....	20	.....	20	927
	do " 2	87— 46	103— 47	93	16	109	200	93	107	....	....	.....	.....	20	.....	20	
	Town of Wingham, " 1	56	43	99	52	151	200	99	101	....	....	.....	....	20	.....	20	
	do " 2	36	54	90	39	129	200	90	110	....	....	.....	.....	20	1	19	
	do " 3	61	47	108	46	154	200	108	92	....	....	.....	.....	20	2	18	2,167
	do " 4	236— 83	224—80	163	57	220	250	163	87	....	....	.....	.....	20	1	19	
	Tp. East Wawanosh, " 1	52	70	122	27	149	200	122	78	....	....	.....	.....	20	.....	20	
	do " 2	72	69	141	38	179	200	141	59	....	....	.....	.....	20	.....	20	
	do " 3	35	64	99	26	125	200	99	101	....	....	.....	.....	20	.....	20	2,078
	do " 4	194— 35	255— 52	87	40	127	200	87	113	....	....	.....	.....	20	.....	20	
	West Wawanosh .. " 1	67	50	117	36	153	200	117	83	....	..	....	....	20	1	19	
	do .. " 2	67	46	114	32	146	200	114	86	....	....	.....	.....	20	1	19	
	do .. " 3	62	28	90	42	132	200	90	180	....	....	.....	.....	20	.....	20	2,337

	do .. " 4	37	77	114	42	156	200	11	86	....	....	.....	.....	20	.....	20			
	do .. " 5	265—32	262—61	93	36	129	200	94	107	....	...	.....	.....	20	.....	20			
	Totals.....	2,464	2,464	.....	.....	.....	.....	.....	.....	...	....	.....	.....	... ..	.....	.....	22,558		
			Rt. officer, 1																
			2,465																
			2,464																
	Majority for Garrow.....		1																
		Hall.	Pardo.																
Kent W. R.	City of Chatham.. No. 1	135	98	234	42	276	288	234	54	....	1	.....	.....	17	.....	17			
	do .. " 2	124	96	220	54	274	289	220	69	....	....	.....	....	17	.....	17			
	do .. " 3	54	55	111	40	151	165	111	54	2	....	....	....	17	.....	17			
	do .. " 4	77	52	130	31	161	175	130	45	1	....	.....	.....	17	.....	17			
	do .. " 5	61	43	106	23	129	140	106	34	2	....	.....	.....	17	.....	17			
	do .. " 6	95	48	144	37	181	195	144	51	1	....	.....	.....	17	.....	17			
	do .. " 7	36	41	78	21	99	110	78	32	1	1	.....	.....	17	.....	17			
	do .. " 8	40	33	73	17	90	100	73	27	....	....	.....	....	17	.....	17	9,052		
	do .. " 9	53	42	96	21	117	130	96	34	1	....	...	.....	17	1	16			
	do .. " 10	76	81	157	32	189	210	157	53	....	2	....	.....	17	.....	17			
	do .. " 11	69	61	130	30	160	175	130	45	....	....	.....	.....	17	2	15			
	do .. " 12	83	75	160	47	207	220	160	60	2	....	....	.....	17	.....	17			
	do .. " 13	98	90	188	53	241	255	188	67	....	....	.....	.....	17	.....	17			
	do .. " 14	65	70	136	28	164	175	136	39	1	....	.....	....	17	.....	17			
	do .. " 15	1,121—55	927—42	98	15	113	117	98	19	1	....	.....	....	17	.....	17			
	Tp. Chatham .... " 1	93	85	179	54	233	250	179	71	1	2	.....	.....	17	.....	17			
	do .... " 2	79	50	129	30	159	175	129	46	....	....	.....	.....	17	.....	17			
	do .... " 3	59	71	132	58	190	205	132	73	2	1	.. ...	....	17	.....	17			
	do .... " 4	55	63	120	19	139	150	120	30	2	1	.....	.....	17	... ..	17			
	do .... " 5	58	45	103	25	128	140	103	47	..	....	.....	.....	17	.....	17			
	do .... " 6	68	38	106	22	128	140	106	34	....	....	.....	.....	17	1	16	6,150		
	do .... " 7	74	49	123	22	145	160	123	37	....	....	.....	.....	17	.....	17			
	do .... " 8	82	71	156	61	217	232	156	76	3	....	.....	.....	17	1	16			
	do .... " 9	56	56	113	16	129	145	113	32	1	....	.....	.....	17	. .	17			
	do .. " 10	653—29	613—85	114	45	159	175	114	61	....	....	.....	.....	17	1	16			
	Tp. Dover ..... " 1	44	39	83	39	122	135	83	52	....	....	....	.....	17	.....	17			
	do ..... " 2	59	59	118	31	149	165	118	47	....	....	.....	.....	17	.....	17			
	do ..... " 3	117	91	208	67	275	300	208	92	....	....	.. .	.....	17	.....	17			
	do ..... " 4	33	38	73	26	99	110	73	37	2	1	.....	.....	17	.....	17			
	do ..... " 5	89	69	158	62	220	240	159	81	...	1	.....	.....	17	.....	17	4,415		
	do ..... " 6	42	39	81	7	88	100	81	19	....	....	.....	.....	17	.....	17			
	nc ..... " 7	64	76	140	53	193	210	140	70	....	....	.....	.....	16	.....	16			
	do ..... " 8	499—51	457—46	100	51	151	165	100	65	3	....	.....	.....	17	.....	17			
	Tp. Raleigh ..... " 1	77	37	115	31	146	160	115	45	1	....	.....	.....	17	.....	17			
	do ..... " 2	65	52	119	40	159	170	119	51	2	....	.....	.....	17	1	16			
	do ..... " 3	52	59	113	18	131	145	113	32	2	....	.....	.....	16	.....	16			
	do ..... " 4	44	74	119	20	139	150	119	31	1	...	.....	.....	15	2	13			

RETURN from the Records of the General Election to the Legislative Assembly in 1898, etc.—*Continued.*

Electoral District.	Names and Number of Polling Sub-Divisions.	Names of Candidates and No. of Voters Polled for each.		Voters in each Sub-Division.			Ballot Papers sent out, and how Disposed of in each Sub-Division.							Tendered Ballot Papers sent out and how disposed of in each Sub-Division.			Population in each Constituency, as shown by last Census.
				Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
		Hall.	Pardo.														
Kent W. R. —*Con.*	Tp. Raleigh ..... No. 5	41	75	116	31	147	160	116	44	....	1	.....	.....	17	.....	17	
	do ..... " 6	55	43	98	28	126	139	98	41	....	....	....	.....	17	.....	17	4,955
	do ..... " 7	32	68	100	14	114	125	100	25	....	.....	.....	.....	17	.....	17	
	do ..... " 8	29	62	92	32	124	135	92	43	1	.....	.....	.....	17	.....	17	
	do ..... " 9	18	65	83	18	101	115	83	32	....	....	.....	.....	17	....	17	
	do ..... " 10	419— 36	634— 99	135	36	172	185	135	50	1	....	.....	.....	17	.....	17	
	Tp. Tilbury East.. " 1	44	114	159	39	198	215	159	16	1	..	.....	.....	16	.....	16	
	do .. " 2	34	40	74	28	102	115	74	41	....	....	.....	.....	17	.....	17	
	do .. " 3	35	72	109	39	148	160	109	51	2	1	.....	.....	17	.....	17	
	do .. " 4	50	63	114	40	154	165	114	51	1	1	....	.....	17	.....	17	3,033
	do .. " 5	54	74	128	46	174	190	128	62	....	....	.....	.....	17	.....	17	
	do .. " 6	15	25	41	7	48	60	41	19	1	....	.....	.....	17	.....	17	
	do .. " 7	254— 22	405— 17	39	12	51	60	39	21	..	...	.....	.....	17	.....	17	
	Town of Tilbury .. " 1	26	58	86	41	127	140	86	54	2	....	.....	.....	17	.....	17	925
	do .. " 2	72— 46	126— 68	115	38	153	165	116	49	1	....	.....	.....	17	.....	17	
	Tp. Romney ..... " 1	83	92	177	21	198	214	177	37	2	....	.....	.....	17	.....	17	
	do ..... " 2	36	102	139	12	151	145	139	6	1	....	.....	.....	17	.....	17	1,534
	do ..... " 3	163— 44	256— 62	166	45	151	150	106	44	....	....	.....	.....	16	..	16	
	Town Wallaceburg " 1	60	97	158	34	192	210	158	52	1	....	.....	.....	17	.....	17	
	do " 2	71	116	188	52	240	260	188	72	1	1	.....	.....	17	.....	17	2,726
	do " 3	195— 64	271— 58	122	40	162	174	122	52	....	....	.....	....	17	.....	17	
	Totals.....	3,106	3,689 3,406	7,143	1,941	9,084	9,848	7,145	2,714	48	12	.....	.....	980	9	971	32,790
	Majority for Pardo		283														

Kent, E. R.

		Ferguson.	Mason.														
Harwich	No. 1	47	79	126	.. ..	271	271	126	145	....	....	.....	.....	20	.....	20	
do	" 2	50	80	130	. ....	198	198	130	68	....	....	.....	.....	20	.....	20	
do	" 3	41	70	114	.....	170	170	114	56	3	....	.....	.....	20	.....	20	
do	" 4	60	55	116	.....	199	199	116	83	1	....	.....	.....	20	.....	20	
do	" 5	80	53	133	.....	192	192	133	59	....	....	....	.....	20	.....	20	
do	" 6	48	67	116	.....	175	175	116	59	1	....	.....	.....	20	...	20	6,017
do	" 7	80	41	120	.....	185	185	120	64	....	....	.....	.....	20	1	19	
do	" 8	56	61	117	.....	173	173	117	56	....	....	.....	.....	20	.....	20	
do	" 9	46	67	113	.....	150	150	113	37	....	....	.....	... ..	19	.....	19	
do	" 10	593— 85	595 — 22	108	.....	166	166	108	58	1	....	.....	.....	20	1	19	
Blenheim, 1, Ward	" 1	58	59	118	.....	132	132	118	14	1	....	.....	.....	20	.....	20	
do	" 2	36	40	76	.....	90	90	76	14	....	....	.....	... ..	19	1	18	
do 2,	" 1	40	22	62	.....	80	80	62	18	....	....	.....	....	20	.....	20	1,708
do	" 2	194 — 60	167 — 46	106	.....	126	126	106	20	....	....	.....	...	20	....	20	
Howard	" 1	91	32	123	.....	201	201	123	78	....	....	.....	.....	20	.....	20	
do	" 2	69	67	138	.....	213	213	138	75	....	2	....	.....	20	.....	20	
do	" 3	65	48	115	.....	185	185	115	70	...	2	.....	.....	19	1	18	
do	" 4	51	29	81	.....	137	137	81	56	....	1	.....	.....	20	1	19	3,626
do	" 5	90	73	165	.....	233	233	165	68	....	2	....	....	20	.....	20	
do	" 6	406— 40	327— 78	119	.....	167	167	119	48	....	1	.....	....	20	.....	20	
Ridgetown	" 1	42	48	91	.....	147	147	91	56	....	1	.....	. ....	20	.....	20	
do	" 2	57	50	109	.....	190	190	109	81	1	1	.....	...	20	.....	20	
do	" 3	78	56	135	.....	222	222	135	87	....	1	.....	.....	20	...	20	2,254
do	" 4	245 — 68	211 — 57	125	... .	214	214	125	89	....	....	.....	.....	20	.....	20	
Orford	" 1	74	40	115	.....	148	148	115	32	1	....	.....	....	20	.....	20	
do	" 2	120	37	158	.....	201	201	158	43	....	1	.. .	.....	20	. ...	20	
do	" 3	62	34	97	.....	163	163	97	66	1	....	.....	....	20	.....	20	
do	" 4	72	28	102	.....	141	141	102	42	....	2	.....	....	20	.....	20	3,479
do	" 5	111	74	185	.....	240	220	185	35	....	....	.....	.....	20	.....	20	
do	" 6	504 — 65	253 — 40	105	.....	129	129	105	24	....	....	.....	.....	20	.....	20	
Zone	" 1	60	42	102	.....	146	146	102	44	....	....	.....	.....	20	.....	20	
do	" 2	69	54	123	.....	146	146	123	23	....	....	...	.....	20	....	20	1,401
do	" 3	154 — 25	123 — 27	54	.....	103	103	54	49	2	....	... ..	... ..	20	... ..	20	
Bothwell	" 1	48	33	81	.....	142	142	81	61	....	...	.....	. ....	20	.....	20	
do	" 2	38	43	82	.....	132	132	82	50	1	...	....	.....	20	.....	20	897
do	" 3	97— 11	88 — 12	23	.....	39	39	23	16	....	....	.....	.....	20	.....	20	
Thamesville	" 1	145—145	62 — 62	207	.....	277	277	207	70	....	....	.....	.....	20	.....	20	798
Camden	" 1	87	47	137	.. ..	228	228	137	94	2	1	.....	.....	20	.....	20	
do	" 2	58	92	151	.....	183	183	151	32	....	....	.....	.....	20	.....	20	
do	" 3	52	46	99	.....	133	133	99	34	1	....	.....	.....	20	.....	20	2,291
no	" 4	70	37	108	.....	132	132	108	22	1	.. .	.....	.....	20	.....	20	
do	" 5	347 — 80	294— 72	154	... ..	195	195	154	42	2	....	.....	.....	20	....	20	
Dresden	" 1	70	63	133	.....	187	187	133	54	...	....	.....	.....	20	.....	20	
do	" 2	50	45	96	.....	156	156	96	60	1	....	.....	.....	20	.....	20	2,058
do	" 3	184 — 64	197— 89	155	.....	191	191	155	36	2	....	.....	.....	20	.....	20	
Totals		2,869	2,317	5,223	.....	7,611	7,611	5,223	2,388	22	15	.....	.....	899	5	894	25,229
		2,317															
Majority for Ferguson ..		552															

RETURN from the Records of the General Election to the Legislative Assembly in 1898, etc.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled for each.		Voters in each Sub-Division.			Ballot Papers sent out and how Disposed of in each Sub-Division.							Tendered Ballot Papers sent out and how disposed of in each Sub-Division.			Population in each Constituency, as shewn by last Census.
				Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' List.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers Taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
		Harty.	Smythe.														
Kingston...	City of Kingston..No. 1	84	82	166	35	201	225	166	59	....	....	.....	.....	34	.....	34	
	do " 2	104	80	185	44	229	260	184	75	1	....	.....	.....	34	.....	34	
	do " 3	59	34	95	18	113	130	93	35	2	....	.....	.....	34	1	33	
	do " 4	76	74	151	28	179	205	150	51	1	3	....	....	34	.....	34	
	do " 5	55	28	85	19	104	120	83	32	2	3	....	.....	34	.....	34	
	do " 6	50	51	101	12	113	130	101	28	....	1	.....	.....	34	.....	34	
	do " 7	58	46	104	14	118	135	104	31	....	....	.....	.....	34	.....	34	
	do " 8	107	78	189	37	226	255	185	64	4	2	.....	.....	34	.....	34	
	do " 9	143	81	227	33	260	300	224	71	3	2	.....	.....	34	1	33	
	do " 10	85	96	184	38	222	255	181	69	3	2	.....	.....	34	.....	34	
	do " 11	112	119	235	45	280	320	231	81	4	4	.....	.....	34	.....	34	
	do " 12	114	124	240	53	293	335	238	95	2	....	.....	.....	34	.....	34	19,263
	do " 13	100	101	203	53	256	280	201	75	2	2	.....	.....	34	.....	34	
	do " 14	105	82	189	37	226	255	187	66	2	....	.....	.....	34	.....	34	
	do " 15	121	111	233	35	268	305	232	71	1	1	.....	.....	34	1	33	
	do " 16	106	57	166	29	195	220	163	54	3	....	.....	.....	34	.....	34	
	do " 17	67	49	118	23	141	155	116	86	2	1	.....	.....	34	.....	34	
	do " 18	112	115	230	56	286	325	227	95	3	....	.....	.....	34	1	33	
	do " 19	102	98	202	44	246	280	200	77	2	1	.....	.....	34	2	32	
	do " 20	84	69	154	24	178	205	153	47	1	4	.....	.....	34	.....	34	
	do " 21	62	55	118	16	134	150	117	31	1	1	.....	.....	34	...	34	
	do " 22	2,013 107	1,777 147	255	36	291	335	254	80	1	....	.....	.....	34	.....	34	
	Portsmouth ..... " 1	112—112	58— 58	176	32	208	240	170	64	6	....	.....	.....	34	.....	34	1,974
	Totals.....	2,125	1,835	4,006	761	4,767	5,420	3,960	1,387	46	27	.....	.....	782	6	776	21,237
		1,835															
	Majority for Harty...	290															

			McCallum	McLeary	Pettypiece														
Lambton, E. R.	Tp. Bosanquet....	No. 1	61	1	64	126	45	171	225	126	98	....	1	.....	.....	20	.....	20	
	do	" 2	78	1	28	107	27	134	175	107	118	....	....	.....	.....	20	.....	20	
	do	" 3	60	2	53	115	27	142	175	115	59	....	1	.....	.....	20	.....	20	
	do	" 4	44	.....	31	75	25	100	174	75	99	....	....	.....	.....	20	.....	20	2,866
	do	" 5	20	4	45	69	21	90	176	69	127	....	..	....	.....	20	.....	20	
	do	" 6	16	.....	48	64	35	99	173	64	107	....	2	.....	.....	20	1	19	
	do	" 7	37	.....	19	56	9	65	175	56	117	1	....	....	.....	20	.....	20	
	do	" 8	320—4	8—0	301—13	17	4	21	175	17	158	....	....	.....	.....	18	.....	18	
	Tp. Brooke	" 1	39	1	62	102	26	128	175	102	73	....	....	.....	....	20	2	18	
	do	" 2	77	1	68	146	39	185	225	146	79	....	....	....	.....	20	.....	20	
	do	" 3	45	3	76	124	37	161	225	124	101	....	....	.....	.....	20	1	19	3,874
	do	" 4	55	1	64	120	23	143	175	120	55	....	....	.....	.....	20	.....	20	
	do	" 5	90	3	58	151	43	194	224	151	73	....	....	.....	.....	20	.....	20	
	do	" 6	384—78	14—5	394—66	149	35	184	225	149	74	....	....	2	.....	20	.....	20	
	Tp. Euphemia	" 1	64	4	70	138	31	169	225	138	87	....	....	.....	....	20	.....	20	
	do	" 2	53	3	43	99	20	119	175	99	75	1	....	.....	.....	20	.....	20	
	do	" 3	45	.....	83	128	47	175	200	128	72	..	....	.....	.....	20	....	20	2,523
	do	" 4	41	1	24	66	26	92	175	66	109	....	....	.....	.....	20	.....	20	
	do	" 5	251—48	8—0	245—25	73	23	96	172	73	99	....	....	.....	.....	20	.....	20	
	Tp. Plympton	" 1	30	3	47	80	42	122	174	80	93	....	1	.....	.....	20	.....	20	
	do	" 2	67	2	58	127	15	142	175	127	45	....	3	.....	.....	20	.....	20	
	do	" 3	39	.....	57	96	42	138	225	96	127	....	1	1	.....	20	....	20	
	do	" 4	68	1	83	152	24	176	225	152	72	....	1	.....	.....	20	.....	20	3,929
	do	" 5	71	4	104	179	22	201	225	179	46	....	....	.....	.....	20	.....	20	
	do	" 6	22	2	22	46	8	54	175	46	129	....	....	.....	.....	20	.....	20	
	do	" 7	63	....	42	105	13	118	175	105	70	....	....	....	....	20	.....	20	
	do	" 8	413—53	12—0	449—36	89	14	103	175	89	86	....	....	.....	.....	20	.....	20	
	Tp. Warwick	" 1	67	9	48	124	37	161	225	124	101	....	....	.....	.....	20	.....	20	
	do	" 2	63	5	33	101	36	137	174	101	73	....	....	.....	.....	20	.....	20	
	do	" 3	71	2	77	150	42	192	225	150	75	....	....	.....	.....	20	.....	20	
	do	" 4	72	1	53	126	31	157	225	126	99	....	....	.....	.....	20	.....	20	3,644
	do	" 5	47	1	66	114	19	133	175	114	61	....	....	.....	.....	20	2	18	
	do	" 6	42	2	44	88	31	119	174	88	86	....	....	.....	.....	20	.....	20	
	do	" 7	406—44	22—2	364—42	89	62	151	225	89	136	....	....	.....	.....	20	.....	20	
	Alvinston Vil	" 1	30	1	41	72	29	101	175	72	102	1	....	.....	.....	20	.....	20	1,006
	do	" 2	64—34	1—0	127—86	120	57	177	224	120	101	....	....	.....	.....	20	.....	20	
	Thedford Vil	" 1	75—75	1—1	65—65	141	24	165	225	141	83	1	...	.....	.....	20	1	19	616
	Watford Vil.....	" 1	77	9	47	133	48	181	225	133	90	....	1	.....	.....	20	.....	20	1,299
	do	" 2	129—52	16—7	97—50	109	41	150	225	109	115	....	1	.....	.....	20	.....	20	
	Wyoming Vil.....	" 1	17	14	18	79	23	102	223	79	144	....	....	.....	.....	20	.....	20	871
	do	" 2	44—27	22—8	108—60	95	23	118	175	95	79	....	1	.....	.....	20	.....	20	
	Arkona	" 1	44—44	.....	54—54	98	59	157	225	98	127	....	....	.....	.....	20	.....	20	463
	Forest	" 1	68	1	56	125	15	140	225	125	99	....	1	.....	.....	20	.....	20	
	do	" 2	68	7	55	130	19	149	225	130	94	1	....	....	....	20	.....	20	2,057
	do	" 3	191—55	12—4	157—46	105	18	123	225	105	118	1	1	.... ..	.. ..	20	.... .	20	
	Totals.....		2,321	116	2,361 2,321	4,798	1,337	6,135	8,988	4,798	4,166	6	15	3	.....	897	7	890	35,662
	Maj. for Pettypiece...		....	....	40														

RETURN from the Records of the General Election to the Legislative Assembly in 1898, etc.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled for Each.		Voters in each Sub-Division.			Ballot Papers sent out, and how disposed of in each Sub-Division.							Tendered Ballot Papers sent out, and how disposed of in each Sub-Division.			Population in each Constituency, as shown by last Census.
				Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
Lambton, W. R.....		Gurd.	Pardee.														
	Town of Sarnia—																
	1st Ward .....No. 1	50	119	169	31	203	250	169	81	..	....	.....	.....	18	1	17	
	do ..... " 2	32	81	115	24	139	150	113	35	1	1	.....	.....	18	...	18	
	do ..... " 3	32	70	103	30	133	150	102	47	....	1	.....	.....	18	1	17	
	2nd Ward ..... " 1	50	96	146	36	182	200	146	54	....	....	.....	.....	18	.....	18	
	do .... " 2	34	65	100	18	118	150	99	50	1	....	.....	.....	18	.....	18	6,692
	do ..... " 3	39	75	117	41	158	200	114	83	....	3	.....	.....	18	1	17	
	3rd Ward ..... " 1	42	72	115	36	151	200	114	85	...	1	.....	.....	18	3	15	
	do ..... " 2	46	118	164	40	204	250	164	86	....	....	.....	.....	16	6	10	
	4th Ward ..... " 1	62	90	153	33	186	225	152	72	....	1	.....	...	18	1	17	
	do ..... " 2	443— 56	880 — 94	152	65	217	250	150	98	....	2	.....	.....	18	.....	18	
	Town of Petrolia .. " 1	51	51	102	62	164	200	102	98	....	....	.....	.....	19	.....	19	
	do .. " 2	76	26	104	68	172	200	102	96	1	....	1	.....	19	.....	19	
	do . "2A	42	26	68	90	158	200	68	132	....	....	....	.....	19	2	17	
	do .. " 3	97	57	160	112	272	300	154	140	5	1	....	.....	19	.....	19	
	do .. " 4	91	59	153	79	232	250	150	97	3	...	.....	.....	19	.....	19	4,357
	do .. " 5	34	64	99	95	194	216	98	117	....	1	.....	.....	19	.....	19	
	do .. " 6	92	61	153	83	236	250	153	97	...	....	...	.....	19	.....	19	
	do .. " 7	30	36	66	66	132	150	66	84	....	....	.....	.....	19	.....	19	
	do .. " 8	566 - 53	423— 43	96	59	155	200	96	104	....	....	.....	...	19	.....	19	
	Vil. of Oil Springs. " 1	56	63	119	36	155	200	119	81	....	....	.....	...	19	.....	19	1,138
	do . " 2	91— 35	103— 40	78	32	110	150	75	72	3	....	.....	.....	19	.....	19	
	Vil. of Pt. Edward " 1	37	58	95	96	191	225	95	130	....	....	..		18	.....	18	1,881
	do " 2	80— 43	109— 51	94	121	215	247	94	153	..	....	....	.....	18	.....	18	
	Tp. of Sarnia ..... " 1	32	51	83	26	109	150	83	67	....	..	....	.....	18	.....	18	
	do ..... " 2	58	59	118	30	148	200	117	82	....	1	.....	.....	18	....	18	
	do ..... " 3	50	42	92	17	109	150	92	58	....	....	....	..	18	.....	18	2,937
	do ..... " 4	64	63	128	37	165	200	127	72	....	1	.....	.....	18	....	18	
	do ..... " 5	220— 16	236— 21	38	12	50	125	37	87	1	....	.....	.....	18	....	18	

Tp. of Sombra....	" 1	43	101	146	71	217	250	144	104	2	....	.....	.....	20	.....	20	
do	" 2	86	61	148	50	198	250	147	102	....	1	.....	....	20	.....	20	
do	" 3	46	102	150	88	238	301	148	151	....	2	.....	.....	20	..	20	4,207
do	" 4	93	79	172	75	247	300	172	128	....	....	.....	....	20	.....	20	
do	" 5	57	68	128	35	163	200	125	72	...	3	.....	....	20	..	20	
do	" 6	401 – 76	439 – 28	107	77	184	200	104	93	....	3	.....	....	20	2	18	
Tp. of Enniskillen, No.	1	86	41	127	38	165	202	127	75	....	....	..	.....	20	.....	20	
do	" 2	92	54	146	52	198	250	146	104	....	....	.....	.....	20	.....	20	
do	" 3	56	66	122	63	185	200	122	78	....	.	.....	.....	20	.....	20	
do	" 4	33	45	83	37	120	150	78	67	1	3	1	.....	20	.....	20	
do	" 5	62	38	100	42	142	150	100	50	....	....	.....	.....	20	.....	20	5,006
do	" 6	21	35	56	29	85	125	56	69	....	....	.....	....	20	.....	20	
do	" 7	32	40	72	35	107	150	72	78	. ..	....	.....	.....	19	.....	19	
do	" 8	66	49	117	74	191	225	115	108	....	2	.....	.....	19	.....	19	
do	" 9	22	52	74	44	118	150	74	76	....	....	.....	....	19	.....	19	
do	" 10	528 – 58	495 – 75	134	70	204	250	133	116	....	1	.....	.....	19	.....	19	
Tp. of Dawn.....	" 1	50	52	102	92	194	225	102	123	....	....	.....	.....	19	.....	19	
do	" 2	25	57	82	51	133	150	82	68	....	....	.....	....	19	.....	19	
do	" 3	30	33	63	32	95	125	63	62	....	....	.....	.....	19	.....	19	
do	" 4	31	44	75	48	123	150	75	75	....	....	.....	.....	19	.....	19	
do	" 5	24	23	47	45	92	125	47	78	....	....	....	... .	19	.....	19	3,480
do	" 6	25	33	58	30	88	125	58	67	....	....	.....	.....	19	.....	19	
do	" 7	25	19	45	36	81	125	44	80	1	....	.....	.....	19	....	19	
do	" 8	47	15	64	47	111	150	62	86	....	2	.....	.....	19	.....	19	
do	" 9	323 – 66	318 – 42	109	36	145	150	108	41	1	....	.....	.. ..	19	.....	19	
Tp. of Moore.....	" 1	54	36	94	41	135	150	90	56	3	1	.....	.....	20	1	19	
do	" 2	52	42	94	25	119	150	94	56	....	....	.....	....	40	2	38	
do	" 3	50	70	121	52	173	200	120	79	1	....	.....	.....	20	.....	20	
do	" 4	22	133	155	68	223	250	155	95	..	....	.....	.....	20	.....	20	
do	" 5	30	58	88	26	114	150	88	62	....	....	.....	.....	20	.....	20	5,079
do	" 6	66	50	116	53	169	200	116	84	...	....	....	.....	20	.....	20	
do	" 7	92	90	184	46	230	250	182	66	2	....	.....	.....	20	.....	20	
do	" 8	31	81	172	36	148	150	112	38	...	....	.....	.....	20	.....	20	
do	" 9	448 – 51	597 – 37	89	23	112	150	88	61	1	....	.....	.....	20	.....	20	
Totals.....		3,100	3,600 3,100	6,760	3,145	9,905	11,966	6,700	5,206	27	31	2	.....	1,200	20	1,180	35,662
Majority for Pardee.....			500														

		Clark.	Matheson.														
Lanark, S. R.....	Perth, Town.....No. 1	71	93	170	27	197	230	164	63	3	....	.....	.....	25	3	22	
do	" 2	25	72	97	20	117	140	97	42	....	1	.....	.....	25	.....	25	
do	" 3	18	63	81	32	113	140	81	59	...	....	....	.....	25	....	25	
do	" 4	21	63	84	24	108	130	84	46	....		.....	. ..	25	1	24	3,136
do	" 5	24	75	101	33	134	160	99	59	....	2	.....	.....	25	1	24	
do	" 6	210 – 51	451 – 85	136	27	163	190	136	54	....	....	....	.....	25	.....	25	
Drummond, Tp ..	" 1	41	70	111	77	188	210	111	99	....	....	.....	.....	25	.....	25	
do ..	" 2	16	52	68	61	129	150	68	82	....	....	.....	.....	25	.....	25	

RETURN from the Records of the General Election to the Legislative Assembly in 1898, etc.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled for each.		Voters in each Sub-Division.			Ballot Papers sent out, and how disposed of in each Sub-Division.							Tendered Ballot Papers sent out and how disposed of in each Sub-Division.			Population of each Constituency, as shown by last Census.
				Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
		Clark.	Matheson.														
Lanark, South—*Con*	Drummond, Tp .. No. 3	50	70	120	86	206	230	120	110	....	....	.....	.....	25	.....	25	2,202
	do .. " 4	126–19	239—47	66	71	137	150	66	84	....	....	.....	.....	25	.....	25	
	Bathurst ... . " 1	80	70	150	62	212	240	150	88	1	1	.....	.....	25	.....	25	
	do ..... " 2	22	62	84	32	116	130	84	46	....	....	.....	.....	25	.....	25	2,757
	do . . . .. " 3	46	63	109	36	145	160	109	51	....	....	.....	.....	25	.....	25	
	do ..... " 4	180—32	301—106	138	60	198	220	138	82	....	....	.....	.....	25	.....	25	
	Burgess, North .. " 1	79–79	70— 70	149	97	246	270	149	121	....	....	.....	.....	25	.....	25	1,117
	Elmsley, North .. " 1	33	84	117	109	226	249	117	132	....	....	.....	.....	25	.....	25	1,233
	do .. " 2	64—31	123— 39	70	33	103	120	70	50	....	....	.....	.....	25	.....	25	
	Beckwith ..... " 1	55	114	169	78	247	270	169	100	....	1	.....	.....	25	.....	25	1,766
	do ..... " 2	152–97	182— 68	165	130	295	320	165	155	....	....	.....	.....	25	.....	25	
	Sherbrooke, South " 1	30 30	154 -154	184	59	243	270	184	86	....	....	.....	.....	25	.....	25	984
	Smith's Falls, Town " 1	32	27	59	14	73	90	59	31	....	....	.....	.....	25	.....	25	
	do " 2	69	80	151	35	186	2 0	149	59	1	1	.....	.....	25	.....	25	
	do " 3	46	52	98	32	130	150	98	50	....	2	.....	.....	25	.....	25	
	do " 4	60	54	114	50	164	180	114	66	....	....	.....	.....	25	.....	25	3,864
	do " 5	58	65	125	56	181	200	123	73	2	2	.....	.....	25	.....	25	
	do " 6	48	49	98	63	161	180	97	82	1	....	.....	.....	25	.....	25	
	do " 7	57	75	132	88	220	250	132	118	....	....	.....	.....	25	....	25	
	do " 8	395 –25	432— 30	55	27	82	100	55	45	....	....	..	.....	25	....	25	
	Montague, Tp .... " 1	40	49	89	32	121	140	89	51	....	....	.....	.....	25	....	25	
	do .... " 2	14	68	82	35	117	130	82	48	....	....	.....	.....	25	1	24	
	do .... " 3	52	65	117	63	180	200	117	83	....	....	....	....	25	....	25	2,232
	do .... " 4	162—56	243—61	117	60	177	190	117	73	....	....	..	.....	25	1	24	
	Totals.....	1,398 2,195	2,195	3,606	1,709	5 315	5,999	3,593	2,388	8	10	.....	.....	800	7	793	19,291
	Majority for Matheson .	797															

Lanark, N. R.....			Caldwell.	Preston.														
	Almonte 1st Ward	No. 1	35	69	104	15	119	200	104	96	...	....	.....	.....	.....	.....	....	
	do do	" 2	31	63	94	20	114	200	94	104	2	....	.....	.....	25	.....	25	
	do 2nd Ward	" 1	78	100	178	22	200	300	178	122	....	....	....	.....	25	1	24	3,068
	do 3rd Ward	" 1	33	45	78	20	98	199	78	120	1	....	.....	.....	25	.....	25	
	do do	" 2	257—80	344—67	147	22	169	299	147	152	....	....	.....	.....	25	.....	25	
	Ramsay	" 1	50	86	136	23	159	200	136	64	....	....	.....	.....	25	.....	25	
	do	" 2	92	63	155	44	199	300	155	138	7	....	.....	.....	25	2	23	
	do	" 3	67	70	137	22	159	200	137	62	1	....	.....	.....	25	1	24	2,601
	do	" 4	267—58	281—62	120	28	148	200	120	80	....	....	.....	.....	25	.....	25	
	Packenham	" 1	36	58	94	18	112	200	94	104	....	2	.....	.....	25	.....	25	
	do	" 2	53	37	90	22	112	199	90	104	4	1	.....	.....	25	.....	25	
	do	" 3	50	117	167	36	203	300	167	131	2	....	.....	.....	24	.....	24	2,007
	do	" 4	173—34	251—39	73	15	88	199	73	126	....	...	.....	.....	25	.. ...	25	
	Carleton Place	" 1	43	121	164	51	215	200	164	36	....	....	.....	.....	25	1	24	
	do	" 2	72	97	169	42	211	200	169	29	....	2	... ..	.....	25	1	24	
	do	" 3	55	88	143	51	194	200	143	56	1	....	.. ...	.....	25	.....	25	4,435
	do	" 4	48	142	190	39	229	300	190	110	...	....	.....	.....	25	.....	25	
	do	" 5	283—65	646—198	263	80	343	498	263	235	....	....	.....	.....	25	.....	25	
	Dalhousie and North Sherbrooke	No. 1	37	16	53	19	72	200	53	147	....	....	.....	.....	25	.....	25	
	do	" 2	91	36	127	16	143	200	127	73	....	....	.....	.....	25	.....	25	
	do	" 3	113	17	130	27	157	200	130	70	...	....	.....	.....	25	.....	25	2,142
	do	" 4	322—81	75—6	87	23	110	200	87	113	....	....	.....	.....	25	... .	25	
	Lanark Township.	" 1	110	23	133	7	140	200	133	66	....	1	....	.....	25	.....	25	
	do	" 2	154	24	178	35	213	200	178	22	....	....	.....	.....	25	.....	25	1,904
	do	" 3	318—54	100—53	107	21	128	200	107	93	....	....	.....	.....	25	.....	25	
	Darling Township.	" 1	68	30	138	37	175	200	138	60	2	....	.....	.....	25	3	22	739
	do	" 3	126—58	32—2														
	Savant	" 1	13	16	106	42	148	200	29	170	1	....	.....	.....	25	.....	25	679
	do	" 2	79—66	27—11														
	Lanark Village ...	" 1	164—164	52—52	216	23	239	400	216	183	1	....	.....	.....	25	...	25	859
	Totals.....		1,989 1,868	1,808	3,777	820	4,597	6,594	3,700	2,866	22	5	. . .	.....	699	9	690	18,434
	Majority for Caldwell.		181															
			Beatty.	Webster.														
Leeds	Gananoque.....	No. 1	53	31	84	58	142	200	84	116	....	....	.....	.....	21	.... .	21	
	do	" 2	74	54	130	60	190	250	130	120	2	....	.....	. ...	21	.....	21	
	do	" 3	53	89	143	74	217	275	143	132	1	....	.... .	.....	23	.....	23	
	do	" 4	80	64	144	79	223	275	144	131	....	....	.....	.....	23	1	22	3,669
	do	" 5	51	21	72	40	112	150	72	78	....	....	.....	.....	21	.....	21	
	do	" 6	382— 71	314— 55	127	71	198	250	127	123	1	....	.....	.....	21	.....	21	

RETURN from the Records of the General Election to the Legislative Assembly in 1898, etc.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and No. of Votes polled for each.		Voters in each Sub-Division.			Ballot Papers sent out, and how Disposed of in each Sub-Division							Tendered Ballot Papers sent out and how disposed of in each Sub-Division.			Population in each Constituency, as shown by last Census.
				Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
Leeds—*Con.*		Beatty.	Webster.														
	Front Leeds and Lansdowne ..... No. 1	55	33	91	80	171	225	91	134	3	....	....	.....	21	...	21	
	do ..... " 2	28	18	46	130	176	225	47	178	....	1	.....	.. .	21	.....	21	
	do ..... " 3	55	76	131	79	210	275	131	196	....	....	.....	.....	21	.....	21	
	do ..... " 4	37	40	77	37	114	150	77	73	....	....	.....	.....	21	....	21	3,387
	do ..... " 5	32	43	75	88	163	225	75	150	....	....	.....	...	21	.....	21	
	do ..... " 6	96	32	129	48	177	225	129	96	1	....	.....	.....	21	.....	21	
	do ..... " 7	357— 54	287— 45	99	53	152	200	99	101	....	....	.....	.....	21	.....	21	
	Rear Leeds and Lansdowne ..... " 1	63	36	100	57	151	225	100	125	1	1	.....	.....	21	.....	21	
	do ..... " 2	64	27	91	42	133	175	91	84	..	....	.....	.....	21	.....	21	
	do ..... " 3	79	48	128	25	153	200	128	72	1	1	.....	.....	21	.....	21	2,492
	do ..... " 4	74	27	107	11	118	150	107	43	6	....	.....	.....	21	.....	21	
	do ..... " 5	322— 42	161— 23	65	23	88	125	65	60	....	....	.....	.....	21	.....	21	
	South Crosby..... " 1	90	52	142	49	191	250	142	108	....	....	.....	...	21	.....	21	
	do ..... " 2	63	107	171	50	221	275	171	104	1	...	.....	....	21	..	21	1,849
	do ..... " 3	205— 52	180— 21	74	39	113	150	74	76	1	....	.....	.....	21	.....	21	
	Newboro'..... " 1	49— 49	35— 35	85	39	124	175	85	90	1	....	.....	.....	21	1	20	462
	North Crosby..... " 1	60	29	91	50	141	200	91	109	2	....	.....	.....	21	1	20	
	do ..... " 2	42	86	129	49	178	225	129	96	1	....	.....	.....	21	1	20	2,097
	do ..... " 3	11	65	77	56	133	200	77	123	....	....	.....	.....	21	.....	21	
	do ..... " 4	153— 40	228— 48	88	54	142	200	88	112	....	1	.....	.....	21	2	19	
	South Elmsley... " 1	49	51	100	66	166	200	100	100	...	...	.....	.....	21	.....	21	977
	do .... " 2	75 26	78— 27	53	31	84	150	53	97	....	....	.....	.....	21	.. ...	21	
	Kitley..... " 1	83	27	110	49	159	200	110	90	....	....	.....	.....	.....	.....	.....	
	do ..... " 2	73	46	120	42	162	200	120	80	1	....	.....	.....	21	.....	21	2,336
	do ..... " 3	53	61	114	32	146	200	114	86	....	...	.....	.....	21	.....	21	
	do ..... " 4	294 85	150— 16	102	33	135	200	102	98	1	1	.....	... .	21	.....	21	

	Bastard and Burgess South... " 1	127	30	157	76	233	300	157	143	....	1	.....	.....	21	.....	21		
	do .... " 2	72	43	121	19	140	200	121	79	1	1	.....	.....	21	.....	21		
	do .... " 3	32	73	105	39	144	200	105	95	....	....	....	.....	21	.....	21	3,319	
	do .... " 4	68	73	141	43	184	250	141	109	....	....	.....	.....	21	1	20		
	do .... " 5	363— 64	309— 85	149	51	200	250	149	101	....	....	.....	.....	21	.....	21		
	Totals....	2,200 1,742	1,742	3,968	1,916	5,884	7,825	3,917	3,908	26	8	.....	.....	784	7	777	21,492	
	Majority for Beatty...	458																
		Aylsworth.	Meacham.															
Lennox	Adolphustown ....No. 1	68	50	118	33	151	160	118	42	....	....	.....	.....	25	.....	25		720
	do .... " 2	82— 14	67— 17	31	11	42	54	31	23	....	...	.....	.....	20	.....	20		
	Amherst Island ... " 1	128 —128	94— 94	222	52	274	282	222	60	....	....	.....	.....	24	.....	24		938
	Bath .. .. " 1	76 —76	36 —36	112	28	140	145	112	33	....	....	.....	.....	29	.....	29		530
	Ernestown.. ..... " 1	43	57	100	27	127	136	100	34	1	1	. ..	....	26	.....	26		
	do ..... " 2	108	78	188	47	235	246	186	57	2	1	.....	.....	25	.....	25		
	do ..... " 3	57	54	112	19	131	139	111	27	1	....	.....	.....	25	.....	25	3,597	
	do ..... " 4	55	61	116	17	133	142	116	25	....	1	.....	.....	25	.....	25		
	do ..... " 5	105	101	206	32	238	244	206	38	....	....	.....	.....	25	.....	25		
	do ..... " 6	435— 67	427— 76	144	25	169	168	143	24	1	....	.....	.....	25	....	25		
	S. Fredericksburg. " 1	47	101	148	27	175	184	148	36	....	....	.....	.....	25	.....	25		
	do . " 2	106— 59	172— 71	130	19	150	160	130	30	....	....	.....	. ...	25	. ..	25	1,125	
	N. Fredericksburg. " 1	53	64	117	19	136	146	117	29	....	....	.....	.....	25	.....	25		
	do . " 2	77	81	158	27	185	197	158	38	....	1	.....	.....	24	.... .	24	1,659	
	do . " 3	203— 73	203— 58	133	35	168	177	131	46	....	....	.....	.....	25	2	23		
	Napanee—																	
	West Ward .... " 1	55	70	125	37	162	190	125	65	....	....	.....	.....	26	.....	26		
	do .... " 2	67	58	125	45	170	199	125	74	....	....	.....	.....	27	5	22		
	Centre Ward.... " 1	77	71	150	104	254	274	148	121	2	3	.....	.....	43	1	42	3,433	
	do .... " 2	77	53	130	36	166	193	130	63	....	....	.....	.....	35	.....	35		
	East Ward ... " 1	355— 79	312— 60	139	31	170	246	139	107	....	....	.....	.....	40	.....	40		
	Richmond ..... " 1	82	103	186	77	263	271	185	84	1	1	.....	.....	25	.....	25		
	do ..... " 2	99	71	171	55	226	237	170	66	1	....	.....	.....	25	.....	25	2,898	
	do ..... " 3	41	60	101	32	133	144	101	43	....	....	.....	.... .	25	....	25		
	do ..... " 4	292— 70	323— 89	161	55	216	22	.....	.....	....	...	.....	.....	25	1	24		
	Totals	1,677 1,634	1,634	3,323	890	4,214	4,556	3,312	1,226	10	9	.....	.....	644	9	635	14,900	
	Majority for Aylsworth	43																

RETURN from the Records of the General Elections to the Legislative Assembly in 1898, etc.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and No. of Polling Sub-Divisions.		Voters in each Sub-Division.			Ballot Papers sent out, and how disposed of in each Sub-Division.							Tendered Ballot Papers sent out and how disposed of in each Sub-Division.			Population in each Constituency, as shown by the last Census.
				Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
		Doran.	Jessop.														
Lincoln	Niagara Town ....No. 1	36	36	72	34	108	150	74	76	2	....	.....	.....	10	.....	10	1,349
	do .... " 2	25	35	70	21	91	150	70	80	....	....	.....	.....	10	.....	10	
	do .... " 3	129— 58	106— 35	93	25	122	150	97	53	1	3	.....	.....	10	2	8	
	Niagara Township. " 1	61	46	107	28	135	150	107	43	....	....	.....	....	10	.....	10	1,845
	do " 2	82	50	132	34	166	200	132	68	....	....	.....	.....	10	.....	10	
	do " 3	34	85	119	28	148	200	120	80	1	....	.....	.....	10	.....	10	
	do " 4	220— 43	224— 43	86	26	114	150	88	62	2	....	....	.....	10	.....	10	
	Grantham Tp .... " 1	67	88	155	29	179	200	155	45	....	....	.....	.....	10	.....	10	1,928
	do .... " 2	29	71	100	11	111	200	100	100	....	....	.....	.....	10	.....	10	
	do .... " 3	40	80	120	15	135	200	120	80	....	....	.....	.....	10	.....	10	
	do .... " 4	175— 39	309— 70	109	31	140	200	109	91	....	....	.....	.....	10	.....	10	
	Merriton .... " 1	55	76	131	23	156	200	133	67	1	1	.....	.....	10	.....	10	1,813
	do ..... " 2	56	65	121	12	134	150	122	28	1	....	.....	.....	10	.....	10	
	do ..... " 3	148— 37	205— 64	101	20	121	150	101	49	....	....	.....	.....	10	1	9	
	Port Dalhousie.... " 1	115—115	116—116	231	32	264	300	232	68	1	....	.....	.....	10	.....	10	879
	Louth Township .. " 1	70	54	124	25	153	200	128	72	3	1	.....	.....	10	.....	10	1,774
	do .. " 2	47	68	115	35	152	200	117	83	....	2	.....	.....	10	.....	10	
	do .. " 3	41	61	102	26	129	150	103	47	....	1	.....	.	10	.....	10	
	do .. " 4	173— 15	241— 58	73	17	91	150	74	76	....	1	.....	..	10	...	10	
	Clinton Township. " 1	38	72	110	48	159	200	111	89	1	....	.....	....	10	.....	10	2,137
	do " 2	91	51	142	21	166	200	145	55	3	....	.....	.....	10	.....	10	
	do " 3	51	38	89	19	108	150	89	61	....	....	.....	.....	10	.....	10	
	do " 4	230— 50	240— 79	129	28	160	200	132	68	3	....	.....	.....	10	.....	10	
	Beamsville..... " 1	100—100	77— 77	177	40	220	250	180	70	2	1	.....	.....	10	.....	10	911
	Grimsby..... " 1	124—124	117—117	241	25	272	300	247	53	3	3	.....	.....	10	.....	10	883
	North Grimsby Tp " 1	82	74	156	55	214	240	159	81	3	...	.....	.....	10	3	7	1,095
	do " 2	127— 45	144— 70	115	25	144	200	119	81	2	2	.....	....	10	.....	10	
	South do " 1	85	52	137	40	180	200	140	60	....	3	.....	.....	10	.....	10	1,610
	do " 2	74	34	108	29	138	150	109	41	1	....	.....	.....	10	.....	10	
	do " 3	218— 59	125— 39	98	29	128	150	99	51	....	1	.....	.....	10	.....	10	

St. Catharines—																			
St. Andrews W'rd	"	1	114	68	182	17	201	300	184	116	2	....	....	.....	10	....	10		
do	"	2	78	77	155	27	184	200	157	43	1	1	. ...	.....	10	....	10		
do	"	3	67	80	147	18	167	200	149	51	2	....	.....	.....	10	.....	10		
do	"	4	337— 78	327—102	180	27	209	300	182	118	1	1	....	.....	10	2	8		
St. Patrick's Ward	"	1	80	112	192	48	244	300	196	104	4	..	. ...	.....	10	....	10		
do	"	2	82	134	216	30	248	300	218	82	2	....	.....	.....	10	.....	10		
do	"	3	52	104	156	24	182	200	158	42	....	2	... ..	...	10	.....	10		9,170
do	"	4	254— 40	407— 57	97	19	120	200	101	99	2	2	.....	...	10	. ...	10		
St. George's Ward	"	1	110	115	225	40	270	300	230	70	2	3	.....	....	10	.....	10		
do	"	2	71	97	168	29	201	300	172	128	3	1	...	. ..	10	1	9		
do	"	3	*	*	...	.....	.....	.....	.....	.....	....	....	...	.....	.....	.....	.....		
do	"	4	271— 90	336—124	214	32	249	300	217	83	....	3	.....	.....	10	....	10		
Totals			2,621	2,974	5,595	1,142	6,813	8,590	5,676	2,914	49	32	.. ...	.....	420	9	411	25,394	
				2,621															
Majority for Jessop				353															

			Ashplant.	Beck.	Gould.	Leys.													
57 City of London.	Ward 1, Sub-Div..	No.	1	1	63	.. ....	62	127	26	153	200	126	73	1	....	.....	.....	24	.....	24	.....
	do	"	2	2	37	.. ..	83	124	16	140	200	122	76	2	....	.....	.....	25	1	24	.....
	do	"	3	.....	118	2	144	267	36	303	325	264	54	3	4	.....	.....	35	.....	35	.....
	do	"	4	.....	35	.. ....	61	102	14	116	150	96	48	6	....	.....	.....	25	.....	25	....
	do	"	5	2	105	1	97	208	42	250	250	205	42	3	....	.....	.....	35	.....	35	.....
	do	"	6	8	147	.... ..	117	273	43	316	325	272	52	1	....	.....	... ..	35	.....	35	.....
	do	"	7	.....	48	1	84	134	24	158	150	133	16	1	....	. ...	.....	25	. ..	25	.....
	Ward 2, Sub-Div..	"	1	3	90	1	70	164	55	219	250	164	86	....	....	.....	.....	35	.....	35	....
	do	"	2	2	87	2	87	178	35	213	225	178	47	.....	.....	.....	.....	35	.....	35	.....
	do	"	3	3	149	1	115	269	67	336	425	268	156	1	....	.....	.....	35	. ....	35	.....
	do	"	4	1	125	1	157	285	40	325	300	283	16	1	....	.....	. ....	35	.....	35	.....
	do	"	5	.....	90	2	89	183	26	209	250	181	67	2	...	.....	.....	35	.....	35	.....
	do	"	6	3	90	1	69	164	22	186	199	163	35	1	....	.....	.....	25	....	25	.....
	Ward 3, Sub-Div..	"	1	5	92	....	95	193	33	226	225	192	32	1	....	.....	... ..	35	1	34	.....
	do	"	2	4	137	2	135	283	43	326	350	278	67	5	....	.....	.....	35	.....	35	.....
	do	"	3	5	131	1	105	242	40	282	300	242	58	. .	....	.....	.....	35	.....	35	.....
	do	"	4	6	94	2	91	202	30	232	249	193	47	9	....	.....	.....	35	1	34	...
	do	"	5	2	108	2	131	245	33	278	300	276	22	2	....	.....	.....	35	....	25	...
	do	"	6	4	72	1	98	197	22	219	223	175	26	22	....	.....	.....	35	....	35	...
	do	"	7	5	63	2	96	174	23	197	200	166	26	8	....	... .	.....	35	.....	35	....
	Ward 4, Sub-Div..	"	1	4	112	4	120	242	30	272	299	240	57	2	....	.....	.....	25	.....	25	.....
	do	"	2	2	105	2	121	232	38	290	299	230	67	2	.	.....	.....	35	.	35	.....

* No Return.

RETURN from the Record of the General Election to the Legislative Assembly in 1898, etc.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled for each.				Voters in each Sub-Division.			Ballot Papers sent out and how Disposed of in each Sub-Division.							Tendered Ballot Papers sent out and how disposed of in each Sub-Division.			Population in each Constituency, as shewn by last Census.
		Ashplant.	Beck.	Gould.	Leys.	Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards Declined to Vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
58 London. —*Con.*	Ward 4, Sub-Div.. No. 3	3	115	4	118	240	17	257	300	240	60	....	....	.....	....	35	.....	35	.....
	do " 4	3	116	.. ....	88	209	50	259	300	207	91	2	1	....	.....	25	.....	25	.....
	do " 5	2	133	1	142	280	50	330	350	278	70	2	....	.....	.....	25	.....	25	.....
	do " 6*a*	1	90	3	107	201	24	225	250	201	49	....	....	.....	.....	25	.....	25	.....
	do " 6*b*	2	77	1	51	135	15	150	150	131	15	4	....	....	.. ..	25	.....	25	.....
	Ward 5, Sub-Div.. " 1	11	140	4	111	287	47	334	350	266	63	21	....	.....	....	35		35	.....
	do " 2*a*	7	80	. ....	53	148	24	172	200	140	52	8	....	.....	.....	25	.....	25	.....
	do " 2*b*	7	64	1	84	160	23	183	200	156	40	4	....	.....	....	25	....	25	.....
	do " 3*a*	.....	40	1	65	108	12	120	200	106	91	2	1	... ..	....	25	.....	25	.....
	do " 3*b*	1	94	3	107	206	27	233	250	205	44	1	....	.....	....	35	... ..	35	.....
	do " 4	6	138	5	132	283	52	335	350	281	67	2	....	.....	...	35	.....	35	.....
	do " 5*a*	3	58	1	70	150	24	174	200	132	50	18	....	.....	.....	35	1	34	.....
	do " 5*b*	3	100	3	83	209	25	234	250	189	41	20	....	.....	....	35	.....	35	.....
	Ward 6, Sub-Div.. " 1	7	71	1	114	193	20	213	225	193	32	....	..	.....	.....	35	.....	35	.....
	do " 2	4	60	.. ....	75	140	13	153	200	139	60	1	....	.....	.....	25	.....	25	.....
	do " 3	2	91	1	129	243	27	270	300	223	57	20	....	....	....	35	.....	35	.....
	do " 4	1	62	....	140	203	28	231	250	203	47	....	....	....	...	25	....	25	.....
	do " 5	1	66	. ....	98	166	26	192	200	165	34	1	....	.....	.....	25	.....	25	.....
	Totals.....	126	3,693	57	3,994 3,693	8,049	1,262	9,311	10,219	7,902	2,133	179	5	....	.....	1,239	4	1,235	31,977
	Majority Leys.....				301														

Middlesex, W. R.			Ross.	Campbell.															
	Caradoc Tp.	No. 1	72	104	177	30	207	250	.....	.....	1	.....	.....	.....	20	.....	20		
	"	" 2	54	83	137	70	137	150	.....	.....	.....	.....	.....	.....	20	.....	20		
	"	" 3	92	79	172	15	187	200	.....	.....	1	.....	.....	.....	20	.....	20		
	"	" 4	126	59	185	18	203	225	.....	.....	.....	.....	.....	.....	20	.....	20	4,762	
	"	" 5	82	39	121	20	141	175	.....	.....	.....	.....	.....	.....	20	.....	20		
	"	" 6	84	56	140	28	168	200	.....	.....	.....	.....	.....	.....	20	.....	20		
	"	" 7	589—79	460—40	119	22	141	175	.....	.....	.....	.....	.....	.....	20	.....	20		
	Ekfrid Tp.	" 1	58	48	107	18	125	150	.....	.....	1	.....	.....	.....	20	.....	20		
	"	" 2	53	39	92	14	106	125	.....	.....	.....	.....	.....	.....	20	.....	20		
	"	" 3	81	54	135	9	144	175	.....	.....	.....	.....	.....	.....	20	.....	20		
	"	" 4	70	41	111	5	116	125	.....	.....	.....	.....	.....	.....	20	.....	20	2,876	
	"	" 5	47	51	98	11	109	125	.....	.....	.....	.....	.....	.....	20	.....	20		
	"	" 6	56	68	125	16	141	175	.....	.....	1	.....	.....	.....	20	.....	20		
	"	" 7	424—59	351—50	111	13	124	150	.....	.....	2	.....	.....	.....	.....	.....	.....		
	Metcalfe Tp.	" 1	43	52	96	14	120	150	.....	.....	1	.....	.....	.....	20	.....	20		
	"	" 2	11	58	69	29	98	125	.....	.....	.....	.....	.....	.....	20	.....	20		
	"	" 3	43	57	100	25	125	150	.....	.....	.....	.....	.....	.....	20	.....	20	1,699	
	"	" 4	41	55	96	27	123	150	.....	.....	.....	.....	.....	.....	20	.....	20		
	"	" 5	207—69	258—36	106	20	126	150	.....	.....	1	.....	.....	.....	20	.....	20		
	Moso Tp.	" 1	55	66	121	29	150	174	.....	.....	.....	.....	.....	.....	20	.....	20		
	"	" 2	115	61	178	22	200	225	.....	.....	2	.....	.....	.....	20	.....	20	2,450	
	"	" 3	71	87	160	17	177	200	.....	.....	2	.....	.....	.....	20	.....	20		
	"	" 4	326—85	280—66	151	30	181	200	.....	.....	.....	.....	.....	.....	20	.....	20		
	Delaware Tp	" 1	71	45	118	10	128	150	.....	.....	2	.....	.....	.....	20	.....	20		
	"	" 2	63	81	145	16	162	175	.....	.....	1	.....	.....	.....	20	.....	20	2,549	
	"	" 3	39	43	83	76	159	175	.....	.....	1	.....	.....	.....	20	.....	20		
	"	" 4	201—28	213—44	72	39	111	125	.....	.....	.....	.....	.....	.....	20	.....	20		
	Strathroy Town ..	" 1	74	55	130	24	154	175	.....	.....	1	.....	.....	.....	20	.....	20		
	" ..	" 2	46	38	84	24	108	125	.....	.....	.....	.....	.....	.....	20	.....	20		
	" ..	" 3	60	48	109	80	189	225	.....	.....	1	.....	.....	.....	20	.....	20	3,316	
	" ..	" 4	71	60	131	37	168	200	.....	.....	.....	.....	.....	.....	20	.....	20		
	" ..	" 5	43	60	104	27	131	150	.....	.....	1	.....	.....	.....	20	.....	20		
	" ..	" 6	338—44	340—79	126	24	150	175	.....	.....	3	.....	.....	.....	20	.....	20		
	Glencoe	" 1	47	66	114	41	155	200	.....	.....	1	.....	.....	.....	20	.....	20	976	
	"	" 2	84—37	123—57	96	35	131	150	.....	.....	2	.....	.....	.....	20	.....	20		
	Newburg Village		51—51	50—50	102	18	120	150	.....	.....	.....	.....	.....	.....	20	.....	20	452	
	Wardsville		42—42	36—36	78	5	83	100	.....	.....	.....	.....	.....	.....	20	.....	20	380	
	Totals		2,262 2,111	2,111	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	19,460	
	Majority for Ross		151																

RETURN from the Records of the General Election to the Legislative Assembly in 1898, etc.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled for each.		Voters in each Sub-Division.			Ballot Papers sent out, and how disposed of in each Sub-Division.							Tendered Ballot Papers sent out and how disposed of in each Sub-Division.			Population in each Constituency, as shown by last Census.
				Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
		McWilliams.	Hodgins.														
Middlesex, E. R.	Dorchester, N., Tp. No. 1	68	47	115	30	145	200	115	85	....	....	.....	.....	20	.....	20	
	do " 2	46	78	124	31	155	200	125	75	1	....	....	.....	20	.....	20	
	do " 3	33	54	87	15	102	150	89	61	....	2	....	.....	20	.....	20	
	do " 4	40	57	97	35	132	200	98	102	1	....	.....	....	20	.....	20	
	do " 5	75	33	108	24	132	200	110	90	....	2	....	.....	20	.....	20	3,752
	do " 6	40	51	91	16	107	150	92	58	1	....	.....	.....	20	....	20	
	do " 7	28	71	99	19	118	150	100	50	1	....	.....	.....	20	.....	20	
	do " 8	390-60	440-49	109	21	130	200	109	91	....	....	.....	.....	20	.....	20	
	Westminster, Tp.. " 1	71	37	108	44	152	200	109	91	....	1	.....	....	20	.....	20	
	do .. " 2	94	40	134	39	173	250	135	115	1	....	.....	....	20	.....	20	
	do .. " 3	76	18	94	51	145	200	96	104	1	1	....	.....	20	.....	20	
	do .. " 4	90	32	122	46	168	200	125	85	3	....	.....	....	20	2	18	
	do .. " 5	124	37	161	105	266	300	161	139	....	....	.....	.....	20	.....	20	4,420
	do .. " 6	54	55	109	68	177	250	112	138	2	1	.....	.....	20	.....	20	
	do .. " 7	62	43	105	29	134	150	107	43	1	1	.....	.....	20	.....	20	
	do .. " 8	89	88	177	67	244	300	178	122	1	....	.....	...	20	.....	20	
	do .. " 9	738—78	414-64	142	50	192	250	142	108	...	....	....	.....	20	....	20	
	London, Tp ..... " 1	47	42	89	21	110	150	91	59	1	1	.....	.....	20	.....	20	
	do ..... " 2	64	57	121	29	150	200	124	76	2	1	.....	.....	20	.....	20	
	do ..... " 3	39	73	112	25	137	200	112	88	....	....	....	.....	20	.....	20	
	do ..... " 4	110	70	180	13	193	250	180	70	....	....	.....	.....	20	.....	20	
	do ..... " 5	55	77	132	20	152	200	133	67	....	1	.....	.....	20	.....	20	
	do ..... " 6	45	69	114	40	154	200	115	85	....	1	....	.....	20	1	19	
	do ..... " 7	103	84	187	57	244	300	188	112	1	....	....	.....	20	.....	20	8,934
	do ..... " 8	47	81	128	28	156	200	128	72	....	....	.....	.....	20	2	18	
	do ..... " 9	58	84	142	22	164	200	143	57	1	....	....	.....	20	.....	20	
	do ..... " 10	41	72	113	19	132	200	113	87	....	....	.....	.....	20	.....	20	
	do ..... " 11	27	62	89	33	122	150	89	61	....	....	....	.....	20	.....	20	
	do ..... " 12	9	84	93	29	122	150	93	57	....	....	.....	.....	20	.....	20	
	do ..... " 13	48	87	135	39	174	250	136	114	1	....	.....	.....	20	.....	20	
	do ..... " 14	743—50	1,018—76	126	16	142	200	126	74	....	....	.....	.....	20	.....	20	

Nissouri, West....	" 1	40	61	101	52	133	150	102	48	1	..	.....	.....	20	.....	20	
do	" 2	42	93	135	31	166	200	135	65	..	...	....	.....	20	.....	20	
do	" 3	41	62	103	34	137	200	105	95	...	2	.....	.....	20	.....	20	
do	" 4	32	46	78	26	104	150	78	72		....	.....	.....	20	1	19	3,771
do	" 5	29	35	64	29	93	150	64	86	1	....	.....	.....	20	.....	20	
do	" 6	41	46	87	18	105	150	87	63	....	....	....	.. ...	20	9	11	
do	" 7	47	41	88	34	122	150	88	62	....	....	....	... .	20	.....	20	
do	" 8	335—63	400 -16	79	26	105	150	79	71	....	....	....	....	20	....	20	
London, West ...	" 1	60	71	131	43	174	250	133	117	2	....	.....	.....	20	1	19	
do	" 2	64	61	125	48	173	250	126	124	1	....	....	.....	20	2	18	1,915
do	" 3	162—38	191 - 59	97	30	127	200	98	102	....	1	.....	.....	20	1	19	
Totals		2,368	2,463	4,831	1,432	6,263	8,400	4,869	3,531	23	16	.....	.....	840	19	821	22,292
			2,368														
Majority for Hodgins...	... .		95														

		Hodgins.	Taylor.														
Middlesex, N.R.																	
Tp. of McGillivray No. 1		77	37	114	19	133	250	114	136	....	....	.....	.....	30	1	29	
do	" 2	46	51	100	25	125	250	100	150	3	....	.....	....	30	2	28	
do	" 3	87	43	136	19	155	275	136	139	6	....	.....	.....	30	2	28	
do	" 4	45	60	105	15	120	250	105	145	....	....	.....	.....	30	3	27	3,503
do	" 5	84	75	159	32	191	324	159	165	....	....	.....	.....	30	1	29	
do	" 6	28	82	112	31	143	275	112	163	2	....	....	.....	30	..	30	
do	" 7	426 — 59	402— 54	115	28	143	275	115	160	2	....	...	.....	30	1	29	
East Williams....	" 1	50	87	138	21	159	275	138	137	1	....	...	.....	30	.....	30	
do	" 2	45	106	151	28	179	300	152	148	....	1	....	.....	30	....	30	1,791
do	" 3	163 - 68	279— 86	154	36	190	325	154	171	....	...	....	.....	30	.....	30	
West Williams....	" 1	77	67	144	29	173	300	144	156	...	....	.....	...	30	.....	30	
do	" 2	40	87	127	34	161	300	133	166	....	..	.....	.....	30	5	25	1,782
do	" 3	166 — 49	237— 83	132	16	148	275	132	143	....	....	....	.....	30	2	28	
Adelaide.....	" 1	70	80	150	65	215	325	150	175	....	...	.....	....	30	....	30	
do	" 2	59	63	123	43	166	275	122	153	1	....	.. .	.....	30	.....	30	2,600
do	" 3	103	71	177	63	240	350	177	173	3	....	.....	.. ..	30	.....	30	
do	" 4	291— 59	316 -102	161	79	240	350	161	186	....	3	.....	....	30	....	30	
Lobo.....	" 1	51	77	128	45	173	300	128	168	....	4	.....	.....	30	.....	30	
do	" 2	76	77	153	26	179	300	153	147	...	....	....	.....	30	.....	30	
do	" 3	53	105	158	34	192	325	158	164	...	3	.....	.....	30	.....	30	2,989
do	" 4	32	142	174	20	194	325	174	151	....	...	.....	..	30	1	29	
do	" 5	275 — 63	476— 75	138	33	171	300	138	161	....	....	1	.....	30	.....	30	
Biddulph.	" 1	108	21	129	28	157	273	129	144	...	....	.....	.....	30	...	30	
do	" 2	88	33	121	22	143	271	122	148	....	1	.....	.....	30	. .	30	
do	" 3	63	32	95	21	116	250	95	155	....	....	.....	.....	30	2	28	2,600
do	" 4	63	53	122	22	144	275	122	152	6	1	.....	....	30	.....	30	
do	" 5	446 - 124	186— 47	171	40	211	325	171	151	....	3	....	.. .	30	1	29	
Lucan Village	" 1	71	15	86	42	128	250	86	164	...	....	.....	.....	30	..	30	
do	" 2	142— 71	36 — 21	92	47	139	250	92	158	....	....	.....	.....	30	.....	30	920

RETURN from the Records of the General Election to the Legislative Assembly in 1898, etc.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled for each.		Voters in each Sub-Division.			Ballot Papers sent out and how Disposed of in each Sub-Division.							Tendered Ballot Papers sent out and how Disposed of in each Sub-Division.			Population in each Constituency, as shown by last Census.
				Total No. of Votes Polled.	No. of Votes remaining Unpolled	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers taken from Polling Places	No. of tendered Ballots sent out to each Sub-division.	Used.	Unused.	
		Hodgins.	Taylor.														
Middlesex, N.R.	Ailsa Craig Vil....No. 1	66— 66	101—101	171	16	187	350	171	177	4	2	....	.....	30	.....	30	731
	Parkhill Vil ..... " 1	40	49	94	43	137	250	94	156	5	.....	.....	.....	30	.....	30	
	do ..... " 2	30	49	80	43	123	250	79	171	1	.....	.....	.....	30	.....	30	1,680
	do ..... " 3	128— 58	162 — 64	124	41	165	275	122	153	2	.....	.....	.....	30	1	29	
	Totals	2,103	2,195 2,103	4,334	1,106	5,440	9,543	4,338	5,186	36	18	1	.....	990	22	968	18,615
	Majority for Taylor.		92														
		Harcourt.	Galbraith														
Monck	Tp. of Caistor . .. No. 1	43	41	84	13	97	110	84	26	....	....	....	....	15	.....	15	
	do .... " 2	66	25	92	30	122	110	92	18	1	.....	.....	.....	15	.....	15	
	do .... " 3	62	50	114	12	126	140	114	26	1	1	.....	.....	15	.....	15	2,002
	do .... " 4	52	45	97	6	103	115	97	18	....	....	.....	.....	15	....	15	
	do .... " 5	269 46	170 — 9	55	5	60	75	55	15	....	....	.....	.....	15	....	15	
	Tp. of Canborough. " 1	57	51	108	16	124	140	109	31	....	....	1	.....	15	.....	15	
	do " 2	40	37	78	12	90	110	78	31	1	.....	.....	.....	15	....	15	1,118
	do " 3	139—42	118—30	74	9	83	110	74	36	....	2	.....	.....	15	2	13	
	Village of Dunville " 1	62	116	179	23	202	220	179	39	1	2	.....	.....	30	.....	30	
	do " 2	55	92	147	27	174	190	147	43	..	....	.....	.....	30	....	30	1,776
	do " 3	159 —42	311—103	148	15	163	190	148	42	2	1	.....	.....	30	...	30	
	Tp. of Gainsborough " 1	64	52	116	36	152	170	116	54	....	....	....	.....	15	.....	15	
	do " 2	109	40	149	20	169	190	149	41	....	.....	.....	....	15	.....	15	
	do " 3	93	19	113	19	132	150	113	37	1	....	....	.....	15	....	15	2,683
	do " 4	81	56	137	18	155	170	137	33	1	....	....	.....	15	....	15	
	do " 5	415 - 68	224—57	125	14	139	150	126	24	....	1	....	.....	15	.....	15	

	Tp. of Moulton ... " 1	77	72	155	25	180	200	155	45	6	1	.....	.....	15	.....	15		
	do ... " 2	50	60	112	21	133	150	112	38	2	....	.....	.....	15	.....	15	1,894	
	do ... " 3	13	34	47	16	63	75	47	28	....	.....	.....	.....	15	.....	15		
	do ... " 4	186–46	250–84	132	29	161	190	132	58	2	..	.....	..	15	....	15		
	Tp. of Pelham.... " 1	70	41	112	24	136	150	113	37	1	....	.....	....	15	.....	15		
	do .... " 2	114	42	156	29	185	200	156	44	...	....	.....	..	26	.....	26		
	do .... " 3	99	18	117	12	129	140	117	23	....	...	.....	....	15	.....	15	2,554	
	do .... " 4	100	49	150	18	168	190	152	38	1	2	.....	.....	15	.....	15		
	do .... " 5	458–75	184–34	110	24	134	150	110	40	1	...	.....	....	15	.....	15		
	Tp. of Sherbrooke. " 1	25–25	67–67	92	21	113	140	92	48	1	....	.....	.....	15	2	13	436	
	Tp. of Wainfleet .. " 1	41	94	136	30	166	190	136	54	1	....	.....	.....	15	.....	15		
	do .. " 2	81	56	139	10	149	170	142	27	2	3	1	.....	16	11	5		
	do .. " 3	97	52	151	40	191	210	151	59	2	....	.....	.....	14	1	13	2,803	
	do .. " 4	64	55	121	49	170	200	121	79	2	....	.....	.....	15	.....	15		
	do .. " 5	334–51	333–76	137	56	193	210	137	73	10	....	.....	.....	15	.....	15		
	Totals.....	1,985	1,657	3,683	679	4,362	4,935	.....	.....	....	....	...	.....	521	16	505	15,408	
		1,657																
	Majority for Harcourt.	328																
		Bridgland.	Langford.															
63 Muskoka ..	Tp. of Brunel ..... No. 1	68 – 68	75 – 75	143	44	187	225	143	82	....	....	... .	.....	10	.....	10	.....	
	Town of Bracebridge" 1	54	50	106	20	128	150	106	44	2	....	.....	.....	10	.....	10	....	
	do " 2	64	68	132	42	174	200	132	68	....	....	....	.....	10	.....	10	.....	
	do " 3	65	95	165	38	203	225	165	60	5	....	.....	....	10	.....	10	.....	
	do " 4	225– 42	259 - 46	89	24	113	140	90	50	1	1	.....	.....	10	.....	10	.....	
	Tp. of Cardwell ... " 1	50– 50	33– 33	83	47	130	175	83	92	....	....	.....	.....	10	2	8	.....	
	do Chaffey .... " 1	70	70	142	43	185	210	142	68	2	....	.....	.....	10	.....	10	.....	
	do do .... " 2	105– 35	103– 33	68	39	107	125	69	56	....	1	.....	.....	10	.....	10	.....	
	Draper ..... " 1	71	81	152	55	208	225	152	73	....	....	.....	.....	15	.....	15	.....	
	do ..... " 2	120 – 49	122– 41	90	30	120	150	90	60	...	..	.....	.....	15	.....	15	.....	
	T'n of Gravenhurst " 1 *	.....	.....	..	...	269	300	.....	....	....	....	.....	.....	15	.....	15	.....	
	do " 2	82	66	149	54	203	225	149	76	1	....	.....	.....	15	.....	15	.....	
	do " 3	104 -- 22	100– 34	56	26	82	125	56	69	....	....	..	.....	10	.....	10	.....	
	Vil. of Huntsville . " 1	105	88	197	42	239	265	197	68	4	...	.....	.....	15	.....	15	....	
	do " 2	234 --129	147-- 59	189	44	233	260	193	67	1	4	....	.....	15	.....	15	.....	
	Tp. Medora&Wood " 1	28	22	50	12	62	75	51	24	....	1	...	.....	10	.....	10	.....	
	do " 2 *	.....	.....	.	.....	50	75	.....	....	....	....	.....	.....	5	.....	5	.....	
	do " 3	9	15	24	3	27	50	24	26	...	....	.....	.....	5	....	5	.....	
	do " 4	38	15	53	20	73	100	53	47	...	....	.....	.....	5	.....	5	...	
	do " 5	7	7	14	6	20	50	14	36	...	....	..	.....	5	.....	5	....	
	do " 6	95 – 13	68 – 9	22	6	28	50	22	28	1	....	.....	.. .	5	.....	5	.....	
	Tp of Morrison .. " 1	51	48	100	47	249	200	100	100	....	....	.....	... ..	10	.....	10	.....	
	do .. " 2	94 – 43	107 59	102			200	102	98	..	...	....	.....	10	.....	10	.....	
	Tp. of Monck .... " 1	72	31	103	26	129	150	104	46	....	....	.....	.....	10	.....	10	.....	
	do .... " 2	114 – 42	62 – 31	73	18	91	125	73	52	....	....	.....	.....	10	.....	10	....	

* No return by D.R.O

The columns when added do not agree owing to the Deputies in four divisions having neglected to send any returns.

RETURN from the Records of the General Elections to the Legislative Assembly in 1898, etc —*Continued.*

Electoral District.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled for Each		Voters in each Sub-Division.			Ballot Papers sent out, and how disposed of in each Sub-Division.							Tendered Ballot Papers sent out, and how disposed of in each Sub-Division.			Population in each Constituency, as shown by last Census.
				Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
		Bridgland.	Langford.														
Muskoka.—*Con.*	Tp. of Muskoka ..No. 1	43	46	89	43	132	150	89	61	....	1	.. ..	.. ..	10	.....	10	.....
	do .. " 2	66 - 23	85— 39	62	20	82	100	62	38	....	....	.....	.....	10	2	8	.....
	Tp. of Macaulay .. " 1	54	71	125	32	157	175	125	50	....	...	.....	.....	10	. ....	10	.....
	do .. " 2	75— 21	114 43	64	4	68	80	64	16	....	....	.....	....	10	. ....	10	.....
	Tp. of McLean.... " 1	50— 50	75— 75	125	27	152	175	125	50	1	....	.....	.....	10	.....	10	.....
	Tp. of Oakley .... " 1	29	39	69	29	419	120	69	51	1	....	.....	.....	10	.....	10	. ....
	do .... " 2	43— 14	45— 6	21			120	21	99	....	....	.....	.....	10	...	10	.....
	Vil. of Port Carling " 1	23 - 23	38— 38	61	33	94	110	61	49	....	....	.....	.....	10	.....	10	.....
	Tp. of Ryde..... " 1	..*.....	.....	.....	.....	70	100	...	.....	...	..	.....	.....	10	.....	10	.....
	do . .... " 2	16 - 16	35— 35	51	26	77	100	51	49	..	....	..	.....	10	.....	10	.....
	Tp. of Ridout .... " 1	23— 23	34-- 34	60	19	79	100	60	40	3	....	.....	.....	10	.....	10	.....
	Tp. of Stisted .... " 1	32	31	63	38	101	125	63	62	....	..	.....	.....	10	. ...	10	. ....
	do .... " 2	54— 22	61 - 30	54	36	80	100	54	46	2	....	.....	.....	10	.....	10	.....
	Tp. of Stephenson. " 1	84	73	158	36	194	215	158	57	1	....	.....	.....	15	. ....	15	.....
	do . " 2	121— 37	118— 45	82	11	93	115	82	33	....	.	.....	.....	15	..	15	.....
	Tp. of Watt ..... " 1	51	55	107	17	124	150	107	43	1	....	.....	.....	10	.....	10	.....
	do ..... " 2	115 - 64	86 - 31	96	8	104	125	96	29	1	....	.....	.....	10	.....	10	.....
	Tp. of Baxter ..... " 1	52— 52	20— 20	72	17	89	100	72	28	...	....	.....	.....	15	.....	15	.....
	Tp. of Gibson .... " 1	4 - 4	21 - 21	25	16	41	75	25	50	....	....	.....	.....	15	...	15	.....
	Tp. of Franklin .. " 1	36— 36	14 - 14	50	11	61	75	50	25	....	....	.....	.....	10	.....	10	.....
	do .. " 2	..*.....	....	.....	.....	89	100	...	...	....	..	.....	..	10	...	10	.....
	Tp. of Sinclair .... " 1	40	28	68	17	85	100	68	32	....	....	.....	.....	10	.	10	.....
	do .... " 2	51— 11	42— 14	25	11	36	50	25	25	....	....	.....	....	10	....	10	.....
	Totals.....	1,938 1,864	1,864	3,829	1,127	5,437	6,805	3,937	2,323	27	8	....	..	505	4	501	17,850
	Majority for Bridgland	74															

		Loughrin.	Lamarche.														
Nipissing ..	Tp. of Cameron	.....	.....	81	75	156	125	44	.....	.....	.....	..	.....	30	.....	...	*a*
	Sturgeon Falls—																
	Holden Ward	37	25	62	43	105	125	62	63	.....	.....	.....	.....	20	.....	20	
	Michael Ward	.....	.....	.....	.....	43	75	.....	.....	.....	.....	.....	.....	20	.....	20	*b*
	Cockburn Ward	8	7	16	29	45	75	16	59	1	.....	.....	.....	20	.....	20	
	Tp. of Springer....No. 1	37	34	71	64	135	175	71	104	.....	.....	.....	.....	10	.....	10	
	do .... " 2	80	23	108	97	205	225	108	117	.....	5	.....	.....	10	.....	10	
	Tp. of Papineau	54	56	110	49	159	175	110	65	.....	.....	.....	.....	20	.....	20	*c*
	Mattawa—.																
	Rankin Ward	42	10	52	34	86	200	52	148	.....	.....	.....	.....	20	....	20	
	Summers Ward	59	44	103	82	185	225	103	122	..	.....	.....	.....	20	.....	20	
	Taggart Ward	24	43	67	98	165	125	68	57	...	1	.....	.....	20	.....	20	
	Tp. of Caldwell	98	36	134	63	207	250	134	116	.....	.....	.....	.....	25	....	25	
	Tp. of Calvin	39	43	82	70	152	175	82	92	.....	.....	.....	.....	20	.. .	20	
	Tp. of Bonfield ...No. 1	78	71	150	172	322	325	150	174	.....	1	...	.....	30	.....	30	
	do ... " 2	29	44	73	249	322	325	73	252	.....	.....	.....	.....	20	.....	.....	*d*
	Town of North Bay—																
	McKay Ward	32	96	129	159	288	350	132	220	2	1	.....	.....	.....	.....	.....	*e*
	Murray Ward	36	38	75	68	143	175	75	50	1	...	.....	.....	.....	...	.....	*f*
	Ferguson Ward	41	53	95	136	231	300	95	205	.....	1	.....	.....	30	1	29	
	Montreal River	5	1	6	13	19	25	.	.....	.....	.....	.....	.....	10	.....	.....	*g*
	Tp. of Casey	15	6	21	12	34	50	21	29	.....	.....	.....	... ..	10	1	9	
	Tp. of Hagar, etc	11	26	38	16	54	75	38	37	1	...	.....	.....	20	.....	20	
	Tp. of Blezard	29	40	70	35	105	125	70	55	...	1	.....	.....	20	.....	20	
	Tp of McKim	28	120	152	146	298	400	148	....	....	4	.....	.....	10	1	9	
	Tp. of Widdifield	47	51	102	184	286	300	102	197	....	3	.....	.....	25	1	23	*h*
	Sudbury—																
	Regan Ward	23	29	53	94	.....	150	.....	.....	1	.....	.....	.....	30	.....	.....	*i*
	McCormick Ward	31	85	117	105	222	250	116	133	1	...	.....	.....	30	.....	30	
	Fournier Ward	16	83	101	75	176	200	101	100	2	2	.....	.....	30	.....	30	
	Tps. of Airey, Sabine and Lyell	58	71	130	156	286	350	130	220	1	1	.....	.....	30	. ...	30	
	Tp. of Murchison	40	6	47	26	73	100	47	53	....	1	.....	.....	10	. ....	10	
	Tp of Chisholm ..No. 2	64	15	79	71	124	150	79	71	.....	.....	.....	.....	10	.....	10	*j*
	do .. " 1	44	8	57	71	128	150	57	93	1	4	.. ..	.....	10	.....	10	*k*
	Tp. of Lauder & Wilkes.	10	6	16	4	20	25	16	9	.....	.....	.....	.. ...	10	..	9	*l*
	Tp. of Kirkpatrick	41	29	74	80	154	175	74	80	4	1	.....	.....	20	4	16	*m*
	Tp. of Hugel	24	5	29	63	92	125	29	96	...	..	.....	....	20	....	.....	*n*
	Tp. of Ferris ..... No. 1	21	26	47	149	196	225	47	178	....	1	.....	.....	20	2	18	
	do ..... " 2	54	28	82	115	197	225	82	143	....	1	.....	.....	10	.....	.....	*o*
	Tp. of Buck	20	37	59	16	75	100	59	41	....	2	.....	....	10	.....	10	

* No return by D.R.O. The columns when added do not agree owing to the Deputies in four divisions having neglected to send any returns.

a Number of votes for each candidate not shown in Form 11 ; tendered ballot papers not accounted for in Form 12. *b* Forms 11 and 12 in poll book not filled in by D. R. O. *c* One ballot paper cancelled, not properly ruled. *d* No account of tendered ballots. *e* Error in ballot account. *f* Error in ballot account. *g* No ballot paper account. *h* Error in ballot account. *i* Balance of answers in poll book not answered. *j* Envelopes B, C, E, G, missing. *k* Ballot form 12 incorrect. *l* Short one tendered ballot. *m* Ballot paper inaccurate. *n* Balance not accounted for in poll book *o* Ballot account not accurate in poll book. *p* Ballot paper account not accurate.

RETURN from the Records of the General Election to the Legislative Assembly in 1898, etc.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled for Each.		Voters in each Sub-Division.			Ballot Papers sent out, and how disposed of in each Sub-Dision.							Tendered Ballot Papers sent out, and how disposed of in each Sub-Division.			Population in each Constituency, as shown by last Census.
				Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' List.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
		Loughrin.	Lamarche.														
Nipissing—*Continued.*	Tp. of Long Sault	14	3	17	4	21	50	17	33	....	....	.....	.....	10	2	8	
	Tps. of Field, Badgerow and Gibbons	56	17	74	99	146	175	.....	.....	....	....	.....	.....	20	.....	.....	*p*
	Tps. of Dunnett and Ratten	58	58	116	81	197	225	116	109	....	....	.....	....	30	2	....	*q*
	Tps. of Peek, Hunter and Cairnsley.....	44	30	74	153	227	250	74	176	....	....	.....	.....	20	.....	20	
	Tp. of Dymond	60	19	79	52	131	150	79	71	....	....	.....	.....	10	.....	10	
	Tps. of Maclennan, Natteau and Street.....	2	35	38	17	55	75	38	37	1	....	.....	.....	20	.....	20	
	Tps. of Dryden, Neelon, etc	23	56	80	100	180	225	80	145	1	2	.....	.....	20	2	18	
	Tps. of Sabine and Lyell	14	4	18	23	41	50	18	32	....	....	.....	.....	10	.....	10	
	Tp. of Mattawa	44	12	58	27	85	100	58	42	2	....	.....	.....	30	.....	30	*r*
	Totals.....	1,590 1,529	1,529	.....	.....	.....	.....	.....	.....	....	....	.....	.....	.....	.....	.....	13,163
	Majority for Loughrin	61															
		Buck.	Charlton.														
Norfolk, S. R.	Tp. Charlotteville.—																
	Vittoria .....No. 1	66	73	139	20	159	225	140	84	1	....	.....	.....	22	....	22	
	Kniffin's House ... " 2	52	78	130	27	157	225	132	91	2	....	.....	.....	22	.....	22	
	Forestville ..... " 3	73	69	142	15	157	225	144	79	2	....	.....	.....	22	1	21	
	Turvey's House .. " 4	48	56	104	28	132	200	106	92	1	1	.....	.....	22	.....	22	3,937
	Lynedoch ..... " 5	55	65	120	27	147	200	121	78	....	1	.....	.....	22	.....	22	
	Elmwood ..... " 6	73	66	139	29	168	225	141	82	2	....	.....	.....	22	.....	22	

	Brown's Corners .. " 7	430 — 63	455 — 48	111	26	137	200	111	89	...	....	. .	.....	22	.....	22		
	Houghton—Houghton Centre ..... " 1	56	66	122	24	146	225	126	95	....	4	.....	....	22	4	18		
	Fairgrove, S..... " 2	53	49	102	16	118	200	102	98	....	.....	.....	.....	22	.....	22	2,014	
	Usher's Sch House " 3	67	72	139	37	176	250	145	89	3	3	.....	.....	22	.....	22		
	Fuller's S. House.. " 4	234 — 58	248 — 61	119	32	151	225	119	106	....	....	....	.....	22	.....	22		
	North Walsingham Marston S. House " 1	59	26	85	30	115	150	85	65	....	....	.....	....	22	.....	22		
	Winter's S. House. " 2	45	66	111	39	150	225	111	114	....		.....	.....	22	1	21		
	Langton ..... " 3	58	41	99	24	123	175	101	72	1	1	....	.....	22	.....	22		
	Knowle's Cheese Factory ..... " 4	64	42	106	24	130	175	106	69	....	....	.....	....	22	.. ..	22		
	Wyecombe ..... " 5	300 — 74	228 — 53	127	22	149	225	131	90	2	2	....	.....	22	.....	22	4,785	
	South Walsingham. Rowrer's S. House " 1	43	81	124	11	135	200	125	74	....	1	...	....	22	.....	22		
	Plant Road Sch. House..... " 2	66	72	138	27	165	250	139	110	1	...	.....	.....	22	...	22		
	Walsingham Cen.. " 3	80	40	120	30	150	225	121	103	....	1	.....	.....	22	.....	22		
	Union S. House... " 4	268 — 79	253 — 60	139	18	157	225	142	80	3	....	....	.....	22	2	20		
	Woodhouse—P. Ryerson S. House.. " 1	52	90	142	18	160	250	144	104	1	1	...	...	22	.....	22		
	Ade's Sc. House .. " 2	44	79	123	25	148	225	125	98	2	....	....	.....	22	....	22	2,508	
	Wiggin's S. House " 3	77	96	173	22	195	300	174	125	....	1	.....	....	22	5	17		
	Harrison S. House. " 4	255 — 82	338 — 73	155	28	183	275	156	118	....	1	... ..	.....	22	3	19		
	Port Dover—Town Hall ..... " 1	55	68	123	36	159	225	125	98	2	....	.....	....	22	.....	22	1,213	
	School House .... " 2	122 — 67	128 — 60	127	25	152	225	129	94	2	....	.....	.....	22	.....	22		
	Port Rowan—Council Chamber	80 — 80	73 — 73	153	27	180	250	155	93	2	....	....	....	22	1	21	649	
	Totals.....	1,689 1,723	1,723	3,412	687	4,099	6,000	3,456	2,500	27	17	.....	.....	594	17	577	15,106	
	Majority for Charlton.	34																
		Carpenter.	Robertson.															
Norfolk, N R	Delhi Village .... No. 1	69—69	112—112	181	26	207	201	181	19	....	....	.....	.....	20	.....	20	806	
	Simcoe Town .... " 1	71	68	139	47	186	200	141	59	2	...	.....	.....	20	...	20		
	do .... " 2	64	77	141	50	191	200	143	57	2	....	.....	.....	20	.....	20		
	do .... " 3	42	43	85	26	111	200	85	115	....	.....	.....	.....	20	.....	20	2,674	
	do .... " 4	46	72	118	31	149	200	118	82	....	.....	.....	....	20	.....	20		
	do .... " 5	269—46	310 — 50	96	23	119	200	96	104	....	.....	..	.....	20	.....	20		
	Tp. Windham .... " 1	75	72	147	33	182	200	149	51	2	....	...	.....	20	.....	20		
	do .... " 2	63	83	146	20	166	200	148	52	....	2	.....	.....	20	.....	20		
	do .... " 3	51	79	130	33	163	200	130	70	....	.....	.....	.....	20	.....	20		
	do .... " 4	69	69	138	17	156	200	139	61	1	....	.....	.....	20	... ..	20	4,252	

p Balance not accounted for in poll book. *q* Tendered ballot account not accurate. *r* Ballot paper account not accurate.

RETURN from the Records of the General Election to the Legislative Assembly in 1898, etc.—*Continued*

Electoral District.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled for each.		Voters in each Sub-Division.			Ballot Papers sent out and how Disposed of in each Sub-Division.							Tendered Ballot Papers sent out and how disposed of in each Sub-Division.			Population in each Constituency, as shewn by last Census.
				Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers Taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
Norfolk, N R —*Con.*		Carpenter.	Robertson.														
	Tp. Windham .... No. 5	75	74	149	31	183	200	152	48	3	....	.....	....	20	. .	....	
	do .... " 6	62	45	107	22	131	200	109	91	2	...	.....	...	20	.....	20	
	do .... " 7	479—84	486—64	148	34	182	200	148	52	....	....	...	...	20	.....	20	
	Tp. Townsend.... " 1	51	55	106	27	133	200	106	94	....	....	.....	.....	20	.....	20	
	do .... " 2	81	45	126	36	162	200	126	74	....	....	.....	.....	20	.....	20	
	do .... " 3	59	54	113	17	130	200	113	87	....	....	.....	.....	20	.....	20	
	do .... " 4	58	54	112	19	132	200	113	87	....	1	.....	.. .	20	....	20	
	do .... " 5	68	33	101	22	124	200	112	98	....	1	.....	.....	20	.....	20	4,291
	do .... " 6	87	45	132	25	157	200	132	68	...	....	.....	.....	20	.....	20	
	do .... " 7	102	24	126	35	163	200	128	72	2	....	.....	.....	20	..	20	
	do .... " 8	64	20	84	25	109	200	84	116	...	....	.....	.....	20	.....	20	
	do .... " 9	652—82	341—11	93	16	110	200	94	106	1	....	.....	.....	20	.....	20	
	Tp. Middleton.... " 1	53	61	114	38	153	200	115	85	1	....	.....	.....	20	.....	20	
	do .... " 2	60	67	127	28	155	200	127	73	....	....	.....	.....	20	.....	20	
	do .... " 3	44	85	129	30	159	200	129	71	....	....	.....	.....	20	. ..	20	3,457
	do .... " 4	45	53	98	37	135	200	98	102	...	....	.....	....	20	.....	20	
	do .... " 5	245—43	312—46	89	15	106	200	91	109	2	....	.....	.....	20	.....	20	
	Waterford Village " 1	85	34	119	20	139	200	121	79	....	2	.....	.....	20	.....	20	1,212
	do " 2	171—86	74 40	126	38	165	200	127	73	1	1	.....	.....	20	.....	20	
	Totals.....	1,885 1,635	1,635	3,520	821	4,358	5,801	3,545	2,255	19	7	.....	.....	580	.....	580	16,692
	Majority for Carpenter	250															
Northumberland E. R		Douglas.	Willoughby.														
	Colborne Village, No. 1	98	106	207	31	238	295	207	87	3	1	. . . .	.....	21	.....	21	1,068
	do " 2	133— 35	133— 27	64	15	79	100	64	36	2	....	.....	. . . .	22	....	22	
	Cramahe..... " 1	38	73	111	19	130	159	111	48	....	....	.....	.....	22	.....	22	

do ..... " 2	51	85	143	14	157	180	143	37	7	....	.....	.....	21	1	20	2,995
do .... " 3	63	95	160	13	173	249	160	87	2	2	.....	.....	21	.....	21	
do ..... " 4	91	77	169	27	196	225	159	56	1	....	.....	.....	22	.....	22	
do ..... " 5	358—115	460—70	191	15	206	223	191	32	6	....	... ..	.....	22	.. ...	22	
Campbellford..... " 1	110	117	227	23	250	328	227	101	....	....	.....	.....	22	....	22	2,424
do ..... " 2	250—140	226—109	251	58	309	352	251	99	2	2	.....	... .	23	2	21	
Brighton..... " 1	66	71	137	36	173	210	137	73	....	....	.....	.....	22	2	20	1,479
do .. .. " 2	39	62	101	25	126	175	102	73	1	....	.....	....	22	.....	22	
do ..... " 3	153 — 48	187— 54	95	28	123	158	95	63	2	....	.....	.....	23	1	22	
Brighton Tp ..... " 1	64	44	110	41	151	185	110	75	2	....	.....	.....	22	.....	22	3,017
do .... . " 2	86	101	188	57	245	299	188	111	1	....	.....	.....	22	.....	22	
do ..... " 3	82	92	179	46	225	270	179	91	5	....	.....	.....	22	.....	22	
do ..... " 4	89	66	156	37	193	249	156	93	1	....	.....	.....	21	.....	21	
do ..... " 5	411— 90	375— 72	162	39	201	250	162	88	....	....	.....	.....	12	.....	12	
Hastings Village.. " 1	78	42	120	38	158	199	120	79	....	....	.....	.....	22	.....	22	812
do .. " 2	101— 23	65— 23	47	19	66	101	47	54	....	1	.....	.. .	23	....	23	
Murray Tp..... .. " 1	86	105	194	47	241	276	194	82	3	....	.....	.....	23	.....	23	3,303
do ..... " 2	82	91	176	34	210	250	176	74	3	....	.....	.....	19	1	18	
do ..... " 3	117	116	235	51	286	350	235	13	1	1	.....	.....	21	1	20	
do ..... " 4	395—110	566— 54	168	39	207	250	168	82	4	....	.....	.....	21	1	20	
Percy Tp ..... " 1	143	47	192	29	221	259	192	67	5	2	....	.....	22	.....	22	3,388
do .... " 2	143	92	238	28	266	330	238	92	3	..	...	.....	22	.....	22	
do ..... " 3	92	93	190	33	223	280	190	90	....	...	.....	.	22	.....	22	
do ..... . " 4	51	21	72	16	88	120	73	48	....	....	....	.....	22	.....	22	
do ..... " 5	507— 78	318— 60	138	38	176	231	139	92	....	1	.....	.....	22	2	20	
Seymour Tp ..... " 1	75	51	126	34	160	175	126	49	....	....	.....	.....	22	.. ...	22	3,509
do ..... " 2	58	35	94	14	108	123	96	27	1	2	.....	.....	22	1	21	
do ..... " 3	86	67	154	29	183	198	154	44	....	1	.....	.....	21	.....	21	
do ..... " 4	97	32	130	21	151	187	130	57	....	1	.....	.....	22	1	21	
do .... " 5	77	47	124	10	134	150	124	26	....	....	.....	.....	21	1	20	
do ..... " 6	30	55	86	8	94	124	86	38	1	....	.....	.....	22	.....	22	
do ..... " 7	48	17	66	16	82	98	66	32	1	....	.....	.....	21	....	21	
do .... . " 8	506— 25	332 — 28	63	12	75	100	63	37	....	....	.....	.....	22	.....	22	
Totals	2,814 2,402	2,402	5,264	1,098	6,304	7,708	5,269	2,335	53	13	.....	...	774	14	760	21,995
Majority for Douglas ...	412															

		Clarke.	Mulholland.													
Northumberland, W R	Alnwick .....No. 1	84	104	188	36	224	250	188	62	...	....	.....	.....	15	.....	15	1,321
	do ..... " 2	111-27	140-36	63	13	76	100	63	13	....	....	.....	.....	15	.....	15	
	Cobourg Town.... " 1	87	62	149	28	177	200	152	48	2	1	.....	.....	15	.....	15	4,829
	do .... " 2	67	61	129	28	157	200	129	71	..	1	.....	.....	15	....	15	
	do .... " 3	75	42	117	16	133	150	121	29		4	.....	....	15	1	14	
	do .... " 4	68	74	144	30	174	250	144	106	2	....	.....	.....	15	....	15	
	do .... " 5	92	53	146	33	179	250	145	104	1	1	.....	.....	15	.....	15	
	do .... " 6	472-83	352-60	143	44	187	250	143	107	....	....	.....	.....	15	2	13	
	Haldimand, Tp.... " 1	35	65	100	13	113	150	100	50	...	.. .	.....	.....	15	.....	15	

RETURN from the Records of the General Election to the Legislative Assembly in 1898, etc.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled for each.		Voters in each Sub-Division.			Ballot Papers sent out, and how Disposed of in each Sub-Division.							Tendered Ballot Papers sent out and how disposed of in each Sub-Division.			Population in each Constituency, as shown by last Census.
				Total No. of Votes Polled.	No. of Votes remaining unpolled.	No. of names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
		Clarke.	Mulholland.														
Northumberland, W R —*Con.*	Haldimand Tp....No. 2	72	35	108	11	119	150	108	42	....	1	.....	.....	15	.....	15	
	do .... " 3	89	67	156	19	175	250	157	93	....	1	.....	....	15	....	15	
	do .... " 4	52	26	78	11	89	100	78	22	....	....	.....	.....	15	.....	15	
	do .... " 5	70	56	128	23	151	200	128	71	....	2	.. ..	.....	15	....	15	4,484
	do .... " 6	63	55	118	11	129	150	118	32	....	....	.....	.....	15	....	15	
	do .... " 7	45	76	121	20	141	150	121	29	....	....	.....	....	15	.....	15	
	do .... " 8	51	48	99	22	121	150	99	51	....	....	.....	....	15	1	14	
	do .... " 9	50	41	91	22	113	150	91	59	....	....	.....	...	15	.....	15	
	do .... " 10	571— 44	508— 39	83	18	101	150	83	67	....	....	.....	.....	15	..	15	
	Hamilton Tp..... " 1	66	78	145	25	170	200	145	55	1	....	.....	.....	15	...	15	
	do ..... " 2	52	74	127	21	148	200	127	73	1	....	.....	.....	15		15	
	do ..... " 3	61	75	136	23	159	200	137	63	....	1	.....	.....	15	....	15	
	do ..... " 4	42	38	81	13	94	150	81	94	1	....	.....	.....	15	.....	15	
	do ..... " 5	66	71	138	13	151	200	138	62	1	....	.....	....	15	.....	15	4,313
	do ..... " 6	29	20	49	11	60	100	49	51	....	....	.....	.....	15	.....	15	
	do ..... " 7	65	44	110	20	130	200	110	90	1	....	....	.....	15	.....	15	
	do ..... " 8	39	52	97	13	110	150	97	53	6	....	.....	.....	15	...	15	
	do ..... " 9	500 – 80	520— 68	148	26	174	250	148	102	....	....	.....	.....	15	.....	15	
	Total	1,654 1,520	1,520	3,192	563	3,755	4,900	3,201	1,700	16	12			405	4	401	14,947
	Majority for Clarke.	134															
		Chapple.	Hoyle.														
ntario, NR	Uxbridge Tp .. No. 1	49	38	87	12	99	129	87	42		....	.....	.....	20	1	19	
	do ..... " 2	57	66	123	22	145	175	123	49	....	3	.....	..	25	.....	25	

	do ..... "	3	75	51	126	15	141	171	126	44	1	....	.....	.....	25	.....	25	
	do ..... "	4	31	24	55	8	63	88	55	33	....	1	....	.....	15	.....	15	3,461
	do ..... "	5	48	53	101	19	120	150	101	49	1	....	.....	.....	25	1	24	
	do ..... "	6	81	51	133	20	152	182	132	50	...	....	.....	....	25	.....	25	
	do ..... "	7	368—27	324—41	68	6	74	99	68	31	....	....	.....	.....	25	.....	25	
	Uxbridge Town .. "	1	60	70	130	50	180	210	130	80	1	2	.....	.....	25	1	24	
	do .. "	2	66	35	101	39	140	165	101	64	1	....	....	.....	25	....	25	2,023
	do .. "	3	187—61	189—84	145	40	185	215	145	70	....	....	.....	.....	25	1	24	
	Scott Tp.... .... "	1	71	45	116	14	130	155	116	39	....	....	.....	.....	24	.....	24	
	do .... "	2	28	45	73	12	85	108	73	35	....	1	.....	.....	15	.....	15	
	do ..... "	3	13	59	72	8	80	105	72	33	....	....	.....	.....	15	.....	15	2,342
	do ..... "	4	91	86	177	28	205	240	177	63	....	....	.....	.....	30	.....	30	
	do ..... "	5	277—74	311—76	150	25	175	205	150	55	....	....	.....	.....	25	.....	25	
	Brock Tp ..... "	1	No returns. Deputy omitted to fill in blanks in Poll Book.															
	do ..... "	2	33	172	205	25	230	265	205	60	....	1	.....	.....	30	.....	30	
	do ..... "	3	33	113	146	21	167	197	146	51	....	....	.....	.....	25	.....	25	
	do ..... "	4	52	105	157	32	189	215	157	58	....	....	.....	.....	25	.....	25	
	do ..... "	5	26	43	69	27	96	121	69	52	....	....	.....	.....	20	1	19	4,071
	do ..... "	6	19	71	90	24	160	190	90	74	2	....	.....	.....	25	.....	25	
	do ..... "	7	23	65	103	18	121	151	88	45	3	....	.....	.....	25	.....	25	
	do ..... "	8	232—46	592—23	69	15	61	86	69	47	1	1	.. ..	....	25	.....	25	
	Cannington ..... "	1	47	89	136	24	160	190	136	54	2	1	.....	.....	25	.....	25	
	do ..... "	2	88—41	151—62	103	18	121	151	103	48	....	....	.....	.....	25	.....	25	1,050
	Thorah ..... "	1	11	35	46	15	61	86	46	20	1	2	.....	.....	25	.....	25	
	do ..... "	2	36	44	80	15	95	120	80	40	....	....	.....	.....	20	.....	20	
	do ..... "	3	37	68	105	35	140	170	105	65	....	....	. .....	.....	25	.....	25	1,623
	do ..... "	4	137—53	233—86	139	26	165	195	139	56	.. .	....	.....	.....	25	.....	25	
	Beaverton ..... "	1	74—74	102-102	176	28	204	234	176	58	3	....	.....	.....	30	.....	30	850
	Mara ..... . "	1	142	107	249	64	313	358	249	109	....	....	.....	.....	40	.....	40	
	do ..... "	2	106	72	178	57	235	270	178	92	1	....	. . .	.... .	30	.....	30	
	do .... "	3	75	76	151	74	225	260	151	109	2	3	.....	.....	25	.....	25	3,152
	do ..... "	4	45	36	81	16	97	132	81	51	....	....	.....	.....	25	.....	25	
	do ..... "	5	398—30	299—8	38	14	52	72	38	34	....	....	.....	.....	20	.....	20	
	Rama Tp .... "	1	48	57	105	36	141	171	105	66	....	....	.....	.....	25	1	24	
	do ..... "	2	35	21	56	21	77	102	56	46	....	....	.....	.....	20	.....	20	
	do ..... "	3	36	10	46	12	58	83	16	38	....	....	.....	.....	20	3	17	1,752
	do ..... "	4	8	25	33	13	46	71	33	38	1	....	.....	.....	20	1	19	
	do ..... "	5	134—7	125—12	19	12	31	62	19	43	....	..	.....	.....	20	2	18	
	Totals.....		1,895	2,326	.....	.....	.....	.....	.....	.....	....	....	.....	.....	.....	.....	....	20,324
				1,895														
	Majority for Hoyle ...		.....	431														
			Calder.	Dryden.														
Ontario S.R.	Town of Oshawa ..No.	1	139	117	260	38	298	325	260	61	4	....	.....	....	22	.....	22	
	do .. "	2	131	103	235	43	278	325	235	89	1	....	.....	.....	22	.....	22	4,066
	do . "	3	112	76	189	40	229	325	193	128	....	4	.....	.....	22	. . .	22	
	do .. "	4	493—111	430—134	248	55	303	325	248	73	3	1	.....	.....	22	.....	22	

RETURN from the Records of the General Election to the Legislative Assembly in 1898, etc.—*Continued.*

Electoral District.	Names and Number of Polling Sub Divisions	Names of Candidates and No. of Votes Polled for each.		Voters in each Sub-Division.			Ballot Papers sent out, and how Disposed of in each Sub-Division.							Tendered Ballot Papers sent out and how disposed of in each Sub-Division.			Population in each Constituency, as shown by last Census.
				Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
		Calder.	Dryden.														
Ontario S.R. —*Con.*	Town of Whitby.. " 1	65	58	123	16	139	200	123	77	....	....	.....	.....	22	.....	22	
	do .. " 2	65	54	119	22	141	200	119	81	...	....	.....	.....	22	.....	22	
	do .. " 3	47	32	80	11	91	200	80	119	..	1	.....	....	22	....	22	2,786
	do .. " 4	60	51	111	34	145	200	111	89	....	....	.....	.....	22	.....	22	
	do .. " 5	304 — 67	222 — 27	94	20	114	200	94	106	....	....	.....	.....	22	.....	22	
	Tp. Pickering .... " 1	42	77	119	25	134	200	119	81	....	....	.....	.....	22	.....	22	
	do .... " 2	28	59	88	21	109	200	88	112	....	....	.....	.....	22	1	21	
	do .... " 3	31	71	104	15	119	200	104	96	....	....	.....	....	22	....	22	
	do .... " 4	52	79	132	17	149	200	132	68	....	....	.....	.....	22	1	21	
	do .... " 5	60	61	121	29	150	200	121	79	....	....	.....	.....	22	....	22	
	do .... " 6	62	36	98	17	115	200	98	102	....	....	.....	.....	22	....	22	
	do .... " 7	76	40	116	6	122	200	116	84	....	....	.....	.....	22	....	22	5,998
	do .... " 8	54	50	104	10	114	200	104	96	....	....	.....	.....	22	.....	22	
	do .... " 9	70	64	134	15	149	200	134	66	....	....	.....	....	22	.....	22	
	do .... " 10	58	46	105	8	113	200	105	95	....	....	.....	.....	22	....	22	
	do .... " 11	53	100	153	27	182	200	153	45	....	....	.....	....	22	4	18	
	do .... " 12	625 — 39	752 — 69	108	26	134	200	108	92	....	....	.....	.....	22	.....	22	
	Tp. Whitby ..... " 1	58	74	133	24	157	200	133	67	...	..	.....	....	22	....	22	
	do ..... " 2	72	71	146	20	166	200	146	54	....	....	.....	.....	22	....	22	2,551
	do ..... " 3	86	66	152	15	167	200	152	48	....	....	.....	.....	22	....	22	
	do ..... " 4	288 — 72	280 — 69	142	14	156	200	142	58	....	....	.....	.....	22	1	21	
	Tp. East Whitby.. " 1	29	89	118	21	139	200	118	82	....	....	.....	....	22	.....	22	
	do .. " 2	57	82	139	22	161	200	139	61	....	....	.....	....	22	.....	22	
	do .. " 3	59	100	159	23	181	200	159	41	...	....	.....	....	22	.....	22	3,080
	do .. " 4	84	70	154	21	177	200	154	44	....	....	.....	....	22	.....	22	
	do .. " 5	295 — 66	370 — 29	95	19	114	200	95	103	.	2	.....	.....	22	.....	22	
	Tp. Reach..... " 1	58	70	130	20	150	200	130	68	2	....	.. ..	.....	22	.....	22	
	do ..... " 2	80	48	128	15	143	200	128	71	....	1	.....	.....	22	.....	22	
	do ..... " 3	58	29	87	16	103	200	87	113	....	....	....	.....	22	.....	22	

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RETURN from the Records of the General Election to the Legislative Assembly in 1898, etc.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled for Each.				Voters in each Sub-Division.			Ballot Papers sent out, and how disposed of in each Sub-Division.							Tendered Ballot Papers sent out, and how disposed of in each Sub-Division.			Population in each Constituency, as shown by last Census.
		Lumsden.	O'Keefe.	Powell.	Slattery.	Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
Ottawa—*Con.*	Ottawa City—																		
	No. 22B	55	52	60	53														
	" 23A	74	67	79	60														
	" 23B	38	37	46	33														
	" 24	81	58	125	88														
	" 25	80	90	82	82														
	" 26A	46	50	29	30														
	" 26B	76	90	73	103														
	" 27	85	85	105	100														
	" 28	69	68	76	63														
	" 29	115	121	101	95														
	" 30A	62	64	55	46														
	" 30B	104	107	62	52														
	" 31	65	67	57	56														
	" 32	107	116	64	68														
	" 33	117	118	72	80														
	" 34	81	88	63	70														
	" 35	118	115	106	105														
	" 36A	63	61	55	50														
	" 36B	40	40	55	57														
	" 37	117	118	101	112														
	" 38A	51	52	38	42														
	" 38B	102	102	82	87														
	" 39A	83	85	80	82														
	" 39B	74	76	26	31														
	" 40	89	94	78	91														
	" 41	83	83	61	62														

" 42A	65	61	35	31
" 42B	107	103	54	61
" 43A	97	84	73	64
" 43B	92	77	111	97
" 44	64	56	86	88
City of Ottawa	4,541	4,297	4,378	3,837
Hintonburg Vil. .. No. 1	89	92	44	33
" .. " 2	18	21	18	14
" .. " 3	53	50	39	30
" .. " 4	199—39	193—30	133-32	96—19
Nepean " 9	53—53	49—49	37—37	31—31
Totals	4,793	4,539	4,548	3,964
Majority for Lumsden		145		
" Powell		9		

The above is a true copy of the returns handed to me by His Honor Judge MacTavish who made the re-count.—John Sweetland, Returning Officer.

Oxford, N.R	Woodstock Town—	Kaufmann.	Montague	Pattulo.														
	St. Andrew Ward. No. 1	52	20	84	156	39	195	200	156	44	....	....	.....	.....	18	7	11	
	do " 2	34	15	52	101	26	127	150	101	49	....	...	.....	.....	18	5	13	
	St. David Ward.. " 1	38	46	104	189	49	238	249	189	60	1	1	.....	...	18	1	17	
	do .. " 2	29	24	51	104	18	122	125	104	21	....	....	.....	.....	19	.....	19	
	St. George Ward " 1	27	18	92	138	41	179	200	138	62	1	....	.....	.....	18	1	17	
	do " 2	16	28	81	125	31	156	175	125	50	....	....	.....	.....	18	..	18	
	do " 3	9	14	49	74	16	90	100	74	26	2	....	.. ..	.....	18	3	15	8,612
	do " 4	18	16	58	92	22	114	125	92	33	....	....	.....	.....	18	.....	18	
	St. John Ward.. " 1	48	32	131	213	40	253	275	213	62	2	....	.....	... .	17	.....	17	
	do " 2	40	25	81	146	31	177	200	146	54	....	....	.....	.....	18	1	17	
	St. Patrick Ward " 1	31	29	87	148	39	187	200	148	52	1	....	....	....	18	3	15	
	do " 2	17	11	73	101	32	133	150	101	49	....	....	.....	.....	18	1	17	
	do " 3	401— 42	300— 22	1036— 93	158	35	193	200	158	42	1	....	.....	.....	18	.....	18	
	Tp. Blandford.... " 1	16	15	56	88	25	113	125	88	37	1	....	.....	.....	18	.....	18	
	do .... " 2	22	2	38	62	18	75	75	62	13	....	....	.....	.....	18	.....	18	
	do .... " 3	34	5	30	69	22	91	100	69	31	....	....	.....	.....	18	.....	18	1,911
	do .... " 4	34	4	27	66	17	83	100	66	34	1	....	....	.....	17	.....	17	
	do .... " 5	136— 30	28— 2	195— 44	76	17	93	100	76	24	....	....	.....	.....	16	... .	16	
	Tp. Blenheim..... " 1	30	23	72	128	37	165	175	128	47	3	....	.....	.....	18	.....	18	
	do ..... " 2	16	14	72	102	31	133	150	102	47	....	1	.....	.....	18	....	18	
	do ..... " 3	9	30	70	110	33	143	150	110	40	1	....	.....	.... .	18	.....	18	
	do .. ... " 4	3	18	64	85	21	106	125	85	40	....	....	.....	.....	18	....	18	
	do ... .. " 5	37	29	84	154	40	194	200	154	46	4	....	....	.....	18	.....	18	5,606
	do ..... " 6	7	1	83	91	21	112	125	91	34	....	....	.... .	....	18	.....	18	
	do ..... " 7	14	6	72	92	15	107	125	92	33	....	....	.....	.....	18	.....	18	
	do ..... " 8	74	9	62	145	38	183	200	145	55	....	....	.....	.....	18	.....	18	
	do ..... " 9	219— 29	133— 3	634— 55	88	18	106	125	88	37	1	..	.....	.....	18	.....	18	

RETURN from the Records of the General Election to the Legislative Assembly in 1898, etc.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled for each.			Voters in each Sub-Division.			Ballot Papers sent out, and how Disposed of in each Sub-Division.							Tendered Ballot Papers sent out and how disposed of in each Sub-Division.			Population in each Constituency, as shown by last Census.
					Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
		Kaufmann.	Montague	Pattulo.														
Oxford, N. R....	Tp. East Nissouri..No. 1	21	36	71	129	25	154	174	129	45	1	....	.....	.....	18	....	18	3,031
	do .. " 2	45	13	48	106	48	154	176	106	70	....	....	.....	.....	17	.....	17	
	do .. " 3	48	2	64	114	42	156	175	114	61	....	....	.....	.....	17	.....	17	
	do .. " 4	41	1	28	72	26	98	100	72	27	....	1	.....	.....	17	.....	17	
	do .. " 5	26	1	33	62	22	84	99	62	37	2	....	.....	.....	17	.....	17	
	do .. " 6	41	8	30	80	41	121	125	80	45	1	....	.....	.....	17	.....	17	
	do .. " 7	217— 25	72 11	296 22	60	46	106	125	60	65	2	....	.....	.....	11	.....	11	
	Tp. East Zorra.... " 1	37	9	72	118	63	181	200	118	82	....	....	.....	.....	17	.....	17	4,262
	do .... " 2	56	12	63	132	21	153	175	132	43	1	....	.....	.....	17	....	17	
	do .... " 3	67	11	69	147	42	189	200	147	53	....	....	.....	.....	17	.....	17	
	do .... " 4	73	2	54	129	25	154	175	129	46	...	1	.....	.....	17	...	17	
	do .... " 5	98	2	51	152	53	205	225	152	73	1	....	.....	.....	17	.....	17	
	do .... " 6	430 99	39 3	315 6	109	41	150	175	109	66	1	....	.....	.....	25	3	22	
	Tp. West Zorra.... " 1	70	4	33	107	42	149	150	107	42	....	1	.....	.....	16	.....	16	2,988
	do .... " 2	67	4	58	130	64	194	200	130	70	1	....	.....	.....	16	.....	16	
	do .... " 3	50	4	57	111	66	177	200	111	89	....	....	.....	.....	16	.....	16	
	do .... " 4	55	3	56	115	73	188	200	115	85	1	1	.....	.....	18	.....	18	
	do .... " 5	345 103	15— 0	282— 78	181	71	252	250	181	69	....	....	.....	.....	17	.....	17	
	Embro Village.... " 1	37— 37	17 17	80— 80	134	53	187	200	134	66	....	....	.. ..	....	17	....	17	
	Totals.....	1,815	604	2,838 1,815	5,289	1,631	6,920	7,548	5,289	2,259	30	6	.....	.....	867	25	782	27,037
	Majority for Pattulo..	.....	... .	1,023														

| Oxford, S. R. | | | Chambers. | McKay. | | |

RETURN from the Records of the General Election to the Legislative Assembly in 1898, etc.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub-divisions.	Names of Candidates and No. of Votes Polled for each.		Voters in each Sub-Division.			Ballot Papers sent out, and how Disposed of in each Sub-Division.							Tendered Ballot Papers sent out and how disposed of in each Sub-Division.			Population in each Constituency, as shewn by last Census.
				Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub Division.	Used.	Unused.	
		Brown.	Magwood.														
Perth, N. R.	Stratford: Avon Wd. No 1	93	83	176	18	194	215	176	39	....	....	...	.....	20	.....	20	
	do do " 2	179—86	154—71	157	18	175	195	157	37	1	....	.....	.....	20	.....	20	
	do Falstaff Wd. " 1	79	47	126	17	143	160	126	34	....	....	.....	....	15	.....	15	
	do do " 2	136—57	86—39	96	10	106	115	96	19	....	....	....	.....	10	.....	10	
	do Hamlet Wd. " 1	82	50	132	20	152	170	132	38	....	....	....	....	20	.....	20	
	do do " 2	149—67	96—46	113	11	124	135	113	19	3	..	.....	.....	15	.....	15	
	do Romeo Wd.. " 1	64	70	134	25	159	175	134	41	....	....	.....	.....	20	.....	20	
	do do " 2	81	95	176	19	195	215	176	35	4	....	.....	....	20	.....	20	
	do do " 3	74	90	164	23	187	205	164	40	....	1	.....	.....	20	.....	20	9,500
	do do " 4	100	66	166	32	198	220	166	51	....	3	....	.....	25	....	25	
	do do " 5	26	17	43	7	50	55	43	11	....	1	.....	.. ..	5	.. ..	5	
	do do " 6	378—33	392—54	87	19	106	120	87	32	1	....	....	.....	10	.....	10	
	do Shak'sp're Wd " 1	59	44	103	13	116	130	103	25	2	....	....	.....	15	.....	15	
	do do " 2	65	34	99	12	111	125	99	26	....	....	.....	.....	15	.....	15	
	do do " 3	66	107	173	23	196	215	173	40	1	1	.....	.....	25	2	23	
	do do " 4	59	81	140	16	156	170	140	30	....	....	.....	.....	15	.....	15	
	do do " 5	301—52	318—52	104	13	117	130	104	26	....	....	.....	.....	15	.....	15	
	North Easthope Tp. " 1	95	9	104	10	114	125	104	20	....	....	.....	.....	10	.....	10	
	do " 2	143	18	161	39	200	220	161	59	....	....	.....	.....	20	.....	20	2,551
	do " 3	98	43	141	18	159	175	141	34	....	....	.....	.....	15	1	14	
	do " 4	451—115	101—31	146	38	184	200	146	54	....	....	.....	.....	20	.....	20	
	Ellice..... .... " 1	88	73	161	29	190	210	161	48	1	....	.....	.....	20	.....	20	
	do ..... " 2	64	87	151	32	183	200	151	49	....	....	.....	.....	20	.....	20	
	do .... " 3	46	55	101	21	122	135	101	33	1	....	.....	.....	15	.....	15	3,384
	do ..... " 4	71	135	206	11	217	240	206	33	1	....	.....	.....	20	.....	20	
	do ..... " 5	368—99	401—51	150	15	165	180	150	30	....	....	.....	.....	15	.....	15	
	Elma ..... " 1	59	56	115	24	139	155	115	38	2	....	.....	.....	15	.....	15	
	do ..... " 2	75	41	116	14	130	145	116	29	....	....	....	.....	15	.....	15	
	do ..... " 3	54	61	115	20	135	150	115	35	....	....	....	.....	15	.....	15	

	do ..... "	4	45	80	125	18	143	160	125	35	....	....	.....	.....	15	.....	15	4,231
	do ..... "	5	62	91	153	22	175	195	153	42	.	....	.....	.....	15	...	15	
	do ..... "	6	70	116	186	31	217	240	186	52	2	....	.....	.....	25	1	24	
	do ..... "	7	11	33	44	13	57	65	44	21	....	....	... .	.....	5	.....	5	
	do ... . "	8	465 89	550 -72	161	23	184	200	161	35	3	1	... .	.. ...	20	.....	20	
	Wallace ..... "	1	38	85	123	20	143	160	123	37	....	....	.....	.....	15	.....	15	
	do ..... "	2	65	59	124	24	148	165	124	40	....	....	.... .	.....	15	.....	15	
	do ..... "	3	60	111	171	13	184	200	171	28	....	....	1	....	20	.....	20	3,237
	do ..... "	4	42	77	119	18	137	150	119	31	....	....	.....	.....	15	.....	15	
	do ..... "	5	280--75	412—80	155	19	174	195	155	40	....	....	.....	....	20	.....	20	
	Mornington ..... "	1	40	64	104	20	124	135	104	31	.. .	....	.....	.....	15	... ..	15	
	do ..... "	2	68	53	121	26	147	160	121	39	....	....	.....	.....	15	.....	15	
	do ..... "	3	62	91	153	22	175	195	153	42	....	....	.....	....	20	.. .	20	
	do ..... "	4	41	79	120	14	134	150	120	28	2	..	.....	.....	15	....	15	3,509
	do ..... "	5	83	32	115	19	134	150	115	33	2	....	.....	.....	15	.....	15	
	do ..... "	6	346—52	386—67	119	20	139	155	119	33	3	....	..	.....	15	.. . .	15	
	Listowel Town—																	
	Bismark Ward .. "	1	56	64	120	24	144	160	120	39	1	....	.....	.....	15	.....	15	
	Gladstone do .. "	2	63	68	131	19	150	165	131	33	1	....	.....	.....	15	.....	15	
	Victoria do .. "	3	42	29	71	17	88	100	71	29	....	....	.....	.....	10	.....	10	2,587
	Dufferin do . "	4	64	47	111	29	140	155	111	44	....	....	.....	.....	15	....	15	
	Landsdowne Wd. "	5	270—45	264—56	101	17	118	130	101	29	....	....	.....	.....	15	.....	15	
	Milverton Village . "	1	73—73	76—76	149	27	176	195	149	46	...	....	.....	.....	20	.....	20	603
	Totals.....		3,396 3,236	3,236	6,632	1,022	7,654	8,465	6,632	1,792	32	9	.....	.....	840	4	836	29,602
	Majority for Brown...		160															

			Frame.	Monteith.	Moscrip.													
Perth, S. R.	St. Mary's, Town. No.	1	1	26	39	69	14	83	141	65	73	3	....	.....	.....	14	1	13	
	do "	2	.. ..	41	56	97	20	117	198	97	101	....	....	.....	.....	19	.....	19	
	do "	3	2	37	73	112	11	133	226	112	114	....	....	.....	.....	22	.....	22	
	do "	4	.....	87	99	189	45	234	397	188	208	5	....	.....	.....	40	.....	40	3,416
	do "	5	1	88	63	155	29	184	312	152	157	3	....	.....	.....	32	1	31	
	do "	6	5—1	329—50	389 -59	112	20	132	224	112	112	1	....	.....	.....	22	.....	22	
	Blanshard, Tp ... "	1	1	48	54	103	8	111	188	103	85	....	....	.. ..	.....	18	.... .	18	
	do "	2	.....	72	39	112	18	130	221	112	109	....	....	.....	.....	23	....	23	
	do "	3	1	85	27	114	23	137	232	114	118	....	....	.....	.....	23	.....	23	
	do "	4	1	85	62	149	21	170	289	149	141	....	....	.....	.....	28	1	27	2,927
	do "	5	6	55	62	126	42	168	285	123	159	3	....	.....	.....	29	.....	29	
	do "	6	9—0	409—64	280—36	102	18	120	204	102	106	1	1	.....	.....	21	.....	21	
	Downie, Tp ..... "	1	7	74	85	167	40	207	351	167	182	....	2	.....	.....	35	.. ...	35	
	do ..... "	2	2	29	127	158	21	179	304	157	149	1	....	.....	.....	30	... .	30	
	do ..... "	3	13	30	80	124	30	154	261	123	135	1	1	....	.....	26	1	25	3,281
	do ..... "	4	7	53	74	135	21	156	265	135	129	....	1	.....	.....	26	.....	26	
	do ..... "	5	30 --1	302—116	403 - 37	155	20	175	297	155	142	1	....	.....	.....	30	.....	30	
	Fullarton, Tp .... "	1	6	122	64	192	60	252	430	192	238	....	....	.....	.....	43	.....	43	
	do .... "	2	1	113	41	155	35	190	325	155	169	....	....	.....	.....	32	.....	32	

RETURN from the Records of the General Election to the Legislative Assembly in 1898, etc.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub Divisions.	Names of Candidates and No. of Votes Polled for each.			Votes in each Sub-Division.			Ballot Papers sent out, and how disposed of in each Sub Division.							Tendered Ballot Papers sent out and how disposed of in each Sub-Division.			Population in each Constituency, as shown by last Census.
					Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
		Frame.	Monteith	Moscrip.														
Perth, S. R.	Fullarton, Tp ....No. 3	2	51	77	131	29	160	272	131	141	1	....	.....	.....	28	.....	28	2,511
	do .... " 4	12 3	326—40	214 32	75	25	100	170	75	95	....	....	.....	....	18	....	18	
	Hibbert, Tp ..... " 1	2	61	75	139	32	171	290	138	151	1	....	.....	.....	30	....	30	
	do ..... " 2	2	68	74	146	24	170	290	144	143	2	1	.....	.....	30	....	30	2,636
	do ..... " 3	1	53	80	136	31	167	285	136	148	....	1	.....	.....	28	1	27	
	do ..... " 4	6 -1	234—52	334—105	159	29	188	320	158	161	....	1	...	....	32	.....	32	
	Mitchell, Town :																	
	North Ward.....	2	89	75	167	21	188	320	167	153	1	....	.....	.....	32	...	32	
	South Ward.....	2	80	77	159	26	185	314	159	152	....	3	.....	.....	31	2	29	2,101
	West Ward	6 -2	233—64	202 50	118	14	132	226	118	107	2	....	.....	.....	22	...	22	
	Logan, Tp.....No. 1	5	79	29	116	25	141	240	115	124	2	....	.....	.....	24	1	23	
	do ..... " 2	5	102	40	147	40	187	320	147	173	....	....	.....	....	32	.....	32	
	do ..... " 3	1	82	67	150	18	168	286	150	136	....	1	.....	....	28	.....	28	3,093
	do ... . " 4	.....	60	64	126	55	180	305	123	181	2	....	...	....	30	.....	30	
	do ..... " 5	14—3	416—93	218—48	147	38	185	314	147	166	2	....	..	....	31	.....	31	
	Easthope, S., Tp.. " 1	.....	33	110	143	41	184	314	142	171	....	1	.....	....	31	.....	31	
	do .. " 2	4	26	104	135	57	192	328	134	193	1	....	...	....	32	.....	32	2,149
	do .. " 3	6—2	104—45	287—73	120	37	157	257	120	137	....	...	....	.....	28	.....	28	
	Totals	88	2,353	2,357 2,343	4,839	1,028	5,887	10,000	4,837	5,153	33	13	.....	.....	1,000	10	990	22,114
	Majority for Moscrip ...	.....	.....	4	This list as recounted by His Honour Judge Barron.													
		Beatty.		Edgar.														
Parry Sound	Parry Sound ....Div. 1	140		5	145	77	221	237	145	92	....	...	.....	....	17	.....	17	.....
	do ..... " 2	143		18	161	69	230	245	161	83	....	1	.....	....	17	.....	17	.....

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RETURN from the Records of the General Election to the Legislative Assembly in 1898.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub Divisions.	Names of Candidates and No. of Votes Pol'ed for each.		Voters in each Sub-Division.			Ballot Papers sent out, and how disposed of in each Sub-Division.							Tendered Ballot Papers sent out and how disposed of in each Sub Division.			Population in each Constituency, as shown by the last Census.
				Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' List.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
Parry Sound —*Con.*		Peaty.	Edgar														
	Spence ..... No. 52	15	3	48	63	111	130	48	82	...	.....	.....	.....	17	.....	17	.....
	Laurier ..... " 54	7	12	19	33	52	70	19	51	.....	.....	.....	.....	17	.....	17	.....
	do ..... " 55	.....	.....	.....	.....	55	70	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Proudfoot ..... " 56	6	16	22	24	46	60	22	38	.....	.....	.....	.....	17	1	16	.....
	Christie ..... " 57	50	17	67	103	170	170	67	103	...	.....	.....	.....	17	3	14	.....
	do ..... " 58	24	6	30	140	170	170	30	159	....	1	.....	.....	17	.....	17	.....
	Monteith ..... " 59	72	9	81	48	129	130	81	67	....	2	.....	.....	17	.....	17	.....
	do ..... " 60	13	2	15	16	31	50	15	35	....	.....	.....	.....	17	.....	17	.....
	Berlanse ..... " 61	38	18	56	64	120	140	56	84	....	.....	.....	.....	17	1	16	.....
	do ..... " 62	8	6	14	17	31	50	14	34	....	2	.....	.....	16	.....	16	.....
	Cooper & Cowper.. " 63	29	2	31	2	33	50	31	19	....	.....	.....	.....	16	.....	16	....
	Carling ..... " 64	41	15	56	40	96	110	56	51	3	.....	.....	.....	16	.....	16	.....
	Harrison and Shawnego ..... " 6	7	3	10	5	15	25	10	15	...	.....	.....	.....	16	.....	16	....
	Totals	2,332 1,227	1,227	.....	.....	.....	.....	.....	.....	31	23	1	.....	1,700	26	1,074	18,967
	Majority for Beaty	1,105															
Peel.....		Smith.	Beynon.														
	Brampton Town—																
	do Ward No. 1	73	92	165	28	193	225	165	57	3	...	.....	.....	25	1	24	
	do Ward " 2	83	82	165	26	191	223	165	58	..	1	.....	.....	25	.....	25	3,252
	do Ward " 3	74	65	139	44	183	223	139	84	...	1	.....	.....	24	.....	24	
	do Ward " 4	308—78	333—94	172	54	226	248	172	74	2	.....	.....	.....	25	.....	25	
	Chinguacousy Tp—																

	Morton's Corners	" 1	72	45	117	32	149	174	117	57	....	....	.....	...	24	....	24		
	Mayfield	" 2	75	54	130	30	160	178	129	43	1	....	.....	.....	25	.....	25		
	Sandhill	" 3	71	54	126	38	164	199	125	73	2	.	.....	.....	24	.....	24		
	Huttonville	" 4	53	95	150	40	190	225	148	75	....	....	....	.....	24	.....	24	4,744	
	Alton	" 5	83	38	121	27	148	174	121	53	....	.	....	.....	24	.....	24		
	Cheltenham	" 6	94	48	143	30	173	200	142	57	1	...	.....	.....	25	.....	25		
	Westwell's Cor.	" 7	95	50	145	44	189	225	145	80	....	....	.....	.....	25	.....	25		
	Victoria	" 8	634— 01	439 — 55	146	33	179	224	146	78	...	..	.....	.....	25	.....	25		
	Caledon Tp—																		
	Belfountain	" 1	103	36	140	49	189	225	139	85	1	...	.....	....	25	.....	25		
	Inglewood	" 2	106	40	146	26	172	198	146	52	....	....	.....	.....	23	.....	23		
	Caledon E	" 3	69	62	132	27	159	169	131	37	....	1	.....	.....	25	.....	25		
	Mono Mills	" 4	54	64	118	34	152	174	118	56	....	....	.....	.....	24	.....	24	5,520	
	Charleston	" 5	55	73	128	17	145	176	128	47	...	1	.....	.....	25	1	24		
	Alton	" 6	83	74	157	41	198	224	157	66	....	1	.....	.....	25	1	24		
	Cataract	" 7	68	39	107	48	155	170	107	63	....	....	.....	.....	25	.....	25		
	Melville	" 8	577— 39	466 — 78	117	18	135	174	117	57	....	....	.....	.....	25	.....	25		
	Toronto Tp—																		
	Port Credit	" 1	56	98	154	45	199	222	154	68	....	....	.....	.. . .	25	.....	25		
	Springfield	" 2	64	71	138	18	156	172	135	34	3	....	....	.....	25	.....	25		
	Cooksville	" 3	73	93	166	33	199	224	166	58	....	....	.....	.....	25	.....	25		
	Dixie	" 4	87	44	131	40	171	200	131	69	....	....	.....	.....	25	.....	25		
	Harris' Corners	" 5	45	79	124	31	155	196	124	70	2	....	.....	.....	25	.....	25	5,528	
	Meadowvale	" 6	73	75	148	24	172	200	148	52	....	....	.....	.....	25	. ...	25		
	Palestine	" 7	51	72	125	16	141	171	123	46	2	....	. ....	.....	25	.....	25		
	Malton	" 8	86	47	133	10	173	240	133	107	....	....	.....	.....	24	.....	24		
	Clarkson	" 9	617— 82	629 — 50	133	19	152	172	132	39	1	....	.....	.....	24	2	22		
	Toronto Gore Tp—																		
	Grahamsville	" 1	94	32	126	19	145	171	126	48	....	....	.....	.....	25	.....	25	1,247	
	do	" 2	173 — 79	95— 63	142	30	172	200	142	58	....	....	.....	.....	25	.....	25	695	
	Streetsville Vil.		34 — 34	89 — 89	123	25	148	174	123	51	....	....	.....	.....	26	.....	25		
	Totals		2,343 2,051	2,051	4,410	1,023	5,433	6,370	4,394	1,952	19	5			790	5	785	20,986	
	Majority for Smith		292																
			Garvin.	Stratton.															
Peterboro' W. R.	Tp. S. Monaghan	No. 1	53	83	136	21	157	200	136	64	....	....	.....	.....	20	....	20	1,093	
	do	" 2	101 — 48	164 — 81	129	18	147	200	129	71	....	....	.....	.....	20	.....	20		
	Tp. N. Monaghan	" 1	80	58	138	23	161	200	138	60	1	....	.....	....	20	. . .	20	1,021	
	do	" 2	130 — 50	114 — 56	106	22	128	175	106	69	....	....	.....	.....	20	.....	20		
	Tp. Smith	" 1	71	112	183	52	235	250	183	67	....	....	.....	.....	20	.....	20		
	do	" 2	43	111	154	28	192	225	154	71	..	....	....	....	20	.....	20		
	do	" 3	43	91	134	40	174	200	134	66	....	....	.....	.....	20	.....	20	3,045	
	do	" 4	38	61	99	15	114	200	99	101	....	....	.....	.....	20	....	20		
	do	" 5	217 — 22	455— 80	102	9	111	150	102	48	..	....	... .	....	20	.....	20		
	Vil. of Lakefield	" 1	47	66	113	18	131	150	113	30	1	....	....	.. .	20	1	19	1,120	
	do	" 2	119 — 72	144 — 78	150	18	168	200	150	49	1	...	....	.....	20	. . .	20		

RETURN from the Records of the General Election to the Legislative Assembly in 1894, etc.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and No of Votes Polled for each.		Voters in each Sub-Division.			Ballot Papers sent out, and how Disposed of in each Sub-Division.							Tendered Ballot Papers sent out and how Disposed of in each Sub-Division.			Population in each Constituency, as shown by last Census.
				Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
		Garvin.	Stratton.														
Peterboro' W.R.	N. Ennismore .... No. 1	24	106	130	54	184	200	130	70	....	..	.....	.....	20	.....	20	932
	do .... " 2	48— 24	155— 49	73	18	91	200	23	127	....	....	....	.....	20	....	20	
	Harvey .... " 1	25	62	87	22	109	150	87	63	....	....	.. ..	.....	20	.....	20	
	do ..... " 2	29	104	133	20	153	200	133	67	....	....	.....	.....	20	1	19	1,155
	do .... " 3	60— 6	231— 65	71	12	83	100	71	27	2	....	.....	.....	20	.....	20	
	Galway ..... " 1	3	16	19	11	30	50	19	31	...	....	.....	.....	20	.....	20	
	do ..... " 2	8	73	81	25	106	125	81	44	....	....	.....	.....	20	1	19	710
	do ..... " 3	13— 2	149— 60	62	18	80	100	62	38	...	....	.....	.....	20	.....	20	
	Cavendish ..... " 1	1	8	9	10	19	30	9	21	...	....	.....	....	20	2	18	94
	do ..... " 2	1— 0	34— 26	26	20	46	75	26	49								
	Peterborough Tn.. " 1	91	111	202	50	252	250	202	43	5	....	.....	.....	20	.....	20	
	do .. " 2	69	110	179	29	208	200	179	21	....	....	.....	....	20	.....	20	
	do .. " 3	64	77	141	26	167	200	141	58	1	....	.....	.....	20	1	19	
	do .. " 4	70	85	155	34	189	200	155	45	....	....	.....	.....	20	4	16	
	do .. " 5	56	90	146	41	187	200	146	54	....	....	.....	.....	20	2	18	
	do .. " 6	80	58	138	44	182	200	138	61	1	....	.....	.....	20	....	20	
	do .. " 7	63	99	162	31	193	200	162	37	1	....	.....	.....	20	.....	20	
	do .. " 8	56	71	127	28	155	200	127	69	4	....	.....	....	20	.....	20	
	do . " 9	34	75	109	21	130	200	109	90	1	....	.....	.....	20	1	19	9,717
	do .. " 10	73	82	155	26	181	200	155	45	....	....	.....	.....	20	.....	20	
	do .. " 11	74	68	142	23	165	200	142	58	....	....	.....	.....	20	.....	20	
	do .. " 12	75	81	156	31	187	200	156	44	....	....	.....	.....	20	1	19	
	do .. " 13	62	82	144	41	185	200	144	56	....	....	.....	.....	20	.....	20	
	do .. " 14	66	77	143	23	166	200	143	57	....	....	.....	.....	20	... .	20	
	do .. " 15	69	89	158	40	198	200	158	40	2	....	.....	.....	20	.....	20	
	do .. " 16	1,054 —52	1,296— 41	93	18	111	200	93	107	....	....	.....	.....	20	.....	20	
	Totals.....	1,743	2,742 1,742	4,485	990	5,475	.....	4,485	2,125	20	....	.....	.....	740	14	726	18,887
	Majority for Stratton.....		999														

			Blezard.	Ford.														
Peterboro' E. R.	Tp. Burleigh and Anstruther	No. 1	26	24	50	70	120	125	50	75	....	....	.....	.....	20	2	18	1,520
	do	" 2	85— 59	52— 28	87	26	113	120	87	33	....	....	.....	.....	20	.....	20	
	Tp. Chandos	" 1	56	10	66	42	108	115	66	49	....	....	.....	.....	20	.....	20	
	do	" 2	46	21	67	31	98	100	67	33	....	....	.....	.....	20	.....	20	
	do	" 3	122— 20	39— 8	28	27	55	60	28	30	....	2	....	.....	20	.....	20	
	Belmont and Methuen	" 1	40	35	75	19	94	100	75	25	....	....	.. ...	.....	20	....	20	
	do	" 2	22	86	108	54	162	170	108	62	....	....	.....	.....	20	.....	20	2,807
	do	" 3	30	50	80	26	106	110	80	29	1	....	.....	.....	20	.....	20	
	do	" 4	28	73	101	28	129	135	101	34	....	....	.....	.....	20	.....	20	
	do	" 5	132— 12	267— 23	35	15	50	55	35	18	....	2	.....	.....	20	.....	20	
	Havelock	" 1	49— 49	99— 99	148	74	222	230	148	81	....	1	.....	.....	20	.....	20	
	Asphodel	" 1	72	36	108	39	147	155	108	46	....	1	.....	.....	20	.....	20	
	do	" 2	63	27	90	33	123	130	90	40	....	....	.....	.....	20	.....	20	1,866
	do	" 3	66	92	158	48	206	215	158	57	....	....	.....	.....	20	.....	20	
	do	" 4	257— 56	184— 29	85	36	121	130	85	45	....	....	.....	.....	20	.....	20	
	Dummer	" 1	46	75	121	80	201	210	121	89	....	....	.....	.....	20	.....	20	
	do	" 2	33	43	76	28	104	110	76	34	....	....	.....	.....	20	1	19	
	do	" 3	67	69	136	71	207	215	136	78	....	1	.....	.....	20	.....	20	2,143
	do	" 4	211— 65	226— 39	104	49	153	160	104	56	....	....	.....	.....	20	.....	20	
	Otonabee	" 1	60	38	98	18	116	120	98	20	....	2	.....	.....	20	.. ..	20	
	do	" 2	90	41	131	43	174	180	131	48	1	....	.....	.....	20	.....	20	
	do	" 3	104	73	177	33	210	220	177	39	1	3	.....	.....	20	.....	20	
	do	" 4	71	55	126	58	184	190	126	64	....	....	. ...	.....	20	.....	20	3,651
	do	" 5	101	31	132	36	168	175	132	42	1	....	... .	.. .	20	....	20	
	do	" 6	506— 80	290— 52	132	56	188	200	132	68	....	....	.....	.....	20	.....	20	
	Douro	" 1	47	36	83	61	144	150	83	67	....	....	.....	.....	20	.....	20	
	do	" 2	68	15	83	54	137	145	83	62	....	....	.....	.....	20	.....	20	
	do	" 3	56	19	75	59	134	140	75	65	....	....	.....	.....	20	.....	20	2,131
	do	" 4	195— 24	109— 39	63	50	113	120	63	57	....	....	... .	.....	20	.....	20	
	Norwood	" 1	48	58	106	27	133	140	106	31	1	1	1	.....	20	.....	20	1,010
	do	" 2	89— 41	117— 59	100	38	138	145	100	44	1	....	.....	.....	20	.....	20	
	Ashburnham	" 1	50	74	124	37	161	170	124	45	1	....	.....	.....	20	1	19	1,674
	do	" 2	125— 75	172— 98	173	35	208	215	173	42	....	....	.....	.....	20	1	19	
	Totals		1,771	1,555	3,326	1,401	4,727	4,955	3,326	1,608	7	13	1	....	660	5	655	16,803
			1,555															
	Majority for Blezard		216															

			Caven.	Dempsey.	Sprague.													
Prince Edward	Vil. of Wellington	No. 1	64— 64	83— 83	....	152	28	180	212	147	59	5	1	. ....	.....	25	.....	25	555
	Ameliasburgh Tp.	" 1	55	80	.....	135	27	162	194	135	59	....	....	.....	.....	25	3	22	
	do	" 2	55	123	....	178	34	212	244	178	64	....	2	.....	... .	25	.....	25	
	do	" 3	61	84	.....	145	36	181	213	146	66	....	1	.....	... ..	25	2	23	3,079
	do	" 4	46	63	....	110	21	131	163	111	51	1	....	.....	.....	25	.....	25	
	do	" 5	276— 59	424— 74	.....	133	29	162	194	133	61	....	....	.....	.....	25	.....	25	

RETURN from the Records of the General Election to the Legislative Assembly in 1898.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub Divisions.	Names of Candidates and No. of Votes Polled for each.			Voters in each Sub Division.			Ballot Papers sent out, and how disposed of in each Sub Division.							Tendered Ballot Papers sent out and how disposed of in each Sub Division.			Population in each Constituency as shown by last Census.
					Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub Division.	Used.	Unused.	
		Cavers.	Dempsey.	Sprague.														
Prince Edward Con	Tp. of Hillier ... No. 1	57	53	... ...	110	13	123	155	110	45	..	....	.....	....	25	....	25	
	do .... " 2	28	87	...	117	18	135	167	119	46	2	....	.....	.....	25	.....	25	
	do .... " 3	49	35	1	107	27	134	166	109	55	2	....	.....	.....	25	....	25	1,890
	do .... " 4 191	37	232	37	99	28	127	159	106	46	5	2	...	.....	25	....	25	
	Tp. of Sophiasburg. " 1	53		79	132	39	171	203	132	71	...	....	....	.....	25	....	25	
	do . " 2	84		53	143	45	188	220	149	65	6	....	.....	.....	25	....	25	
	do . " 3	75		46	121	36	157	189	121	68	....	....	.....	.....	25	....	25	2,341
	do . " 4 309	97	200	23	119	34	153	185	121	32	....	2	.....	.....	25	1	24	
	Hallowell ..... " 1	76		49	125	29	154	186	126	59	....	1	.....	.....	25	.....	25	
	do ..... " 2	73		122	195	42	237	269	196	72	....	1	.....	....	25	.....	25	
	do ..... " 3	78		36 2	116	43	159	194	120	67	....	4	.....	.. ..	25	1	24	
	do ..... " 4	70		68	138	60	198	230	141	86	....	3	.....	.....	25	1	24	3,380
	do ..... " 5	35		46	81	28	109	141	81	60	....	....	.....	.....	25	....	25	
	do .. .... " 6 416	84	382	61	146	65	211	243	149	91	1	2	.....	....	25	.....	25	
	Athol ..... " 1	49		97	147	37	184	216	148	67	1	....	.....	.....	25	.....	25	
	do ..... " 2	47		34	82	27	109	142	87	58	1	....	.....	.....	25	.....	25	1,284
	do ..... " 3 139	45	192	61	104	15	119	152	106	44	....	2	.....	.....	25	.....	25	
	North Marysburgh " 1	72		58	130	31	161	194	130	64	....	....	.....	.....	25	.. ...	25	
	do " 2	68		46	115	36	151	184	117	65	1	1	.....	.....	25	1	24	1,430
	do " 3 194	54	138	34	88	24	112	145	93	47	....	5	.....	.....	25	.....	25	
	South Marysburgh " 1	55		75	158	30	188	231	150	61	....	1	.....	.....	25	1	24	
	do " 2	64		59	123	24	147	180	125	53	..	2	.....	.....	25	.....	25	1,643
	do " 3 151	54	229	85	120	24	144	178	121	56	1	....	.....	.....	25	....	25	
	Town of Picton .... " 1	49		73 1	123	45	168	215	123	92	....	....	.....	.....	25	.....	25	
	do .... " 2	37		53 1	91	41	132	180	94	83	....	3	.....	.....	25	.....	25	
	do .... " 3	37		66	104	54	158	206	105	100	1	....	.....	....	25	....	25	
	do .... " 4	51		78	129	52	181	229	131	96	....	2	.....	....	25	.....	25	3,287
	do .... " 5	37		77 1	114	68	178	224	115	108	....	1	.....	.....	25	.....	25	
	do .... " 6	24		48	75	39	114	161	78	80	3	....	.....	.....	25	.....	25	

	do .... " 7	290 - 55	507—112		1	169	51	220	269	170	98	1	....	.....	.....	25	.....	25		
	Totals.....	2,030	2,387 2,030		7	4,455	1,275	5,730	7,000	4,508	2,425	31	36	.....	.....	900	10	890	18,889	
	Majority for Dempsey.....		357																	
			Barr.		White.															
Renfrew, N. R.	Algoma, S .....No. 1		129—129		33— 33	162	18	180	200	162	38	....	....	.....	.....	10	....	10	1,025	
	Alice and Fraser.. " 1		45		76	121	28	149	150	121	25	4	....	.....	.....	10	.....	10		
	do .. " 2		174—129		199—123	252	33	285	300	252	46	1	1	.....	.....	10	.....	10	1,920	
	Bromley..... " 1		124		54	178	45	223	225	178	47	....	....	.....	.....	10	.....	10		
	do .... " 2		137		73	210	50	260	275	210	64	1	....	.....	.....	10	.....	10		
	do ..... " 3		314— 53		143— 16	69	19	88	100	69	30	1	....	.....	.....	10	.....	10	1,933	
	Head, Clara and Maria .... " 1		53— 53		50— 50	103	38	141	150	103	47	....	....	.....	.....	10	.....	10	521	
	Pembroke Town.. " 1		97		210	307	65	372	475	307	168	....	....	.....	.....	10	.....	10		
	do .. " 2		149		143	292	59	351	575	292	81	2	....	....	....	10	....	10	4,401	
	do .. " 3		430—184		492—139	323	63	386	400	323	76	1	....	.....	.....	10	.....	10		
	Pembroke Tp .... " 1		45 - 45		90 - 90	135	30	165	175	135	40	...	....	.....	.....	10	1	9	801	
	Rolph & Buchanan " 1		35		21	56	33	89	100	56	43	1	....	.....	.....	10	....	10		
	do " 2		98— 63		102— 81	144	26	170	175	144	31	....	....	.....	.....	10	.....	10	1,034	
	Ross ..... " 1		89		123	212	52	264	275	212	58	4	1	....	.....	10	.....	10		
	do .... " 2		73		125	198	48	246	250	198	51	1	....	.....	....	10	....	10	2,102	
	do .... " 3		239— 77		303— 55	132	31	163	175	132	42	1	...	.....	....	10	.....	10		
	Stafford ..... " 1		34		120	154	24	178	200	154	43	3	....	.....	.....	10	....	10		
	do .... " 2		76— 42		180 - 60	102	28	130	150	102	48	...	....	.. ..	....	10	.....	10	1,173	
	Westmeath ..... " 1		102		109	211	46	257	275	211	63	1	....	.....	.....	10	.....	10		
	do ..... " 2		21		104	125	23	148	150	125	24	1	....	.....	.....	10	.....	10		
	do ..... " 3		151		88	239	70	309	325	239	82	3	1	... ..	.....	10	....	10	3,612	
	do ..... " 4		296— 22		382— 81	163	19	122	125	103	19	....	3	.....	.....	10	....	10		
	Wilberforce and N. Algona. .... " 1		82		116	198	24	232	250	198	48	3	1	....	....	10	....	10		
	do ..... " 2		80		95	175	38	213	225	175	50	....	....	.. ..	.....	10	....	10	2,877	
	do ..... " 3		254— 92		245— 34	126	32	158	175	126	49	....	....	.....	.....	10	....	10		
	Petawawa		60— 60		102—102	162	31	193	200	162	37	....	1	....	....	10	....	10	991	
	Totals.....		2,168 2,321		2,321	4,489	973	5,462	5,875	4,489	1,350	28	8	....	....	260	1	259	23,105	
	Majority for White.		153																	

RETURN from the Records of the General Election to the Legislative Assembly in 1898, etc.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled for Each.			Voters in each Sub-Division.			Ballot Papers sent out, and how disposed of in each Sub-Division.							Tendered Ballot Papers sent out, and how disposed of in each Sub-Division.			Population in each Constituency, as shown by last Census.
					Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
		Bonfield.	Campbell.	Dempsey.														
Renfrew, S. R.	Admaston Tp. ....No. 1	30	45	10	85	50	135	140	85	55	....	....	.....	.....	20	.....	20	2,548
	" .... " 2	65	85	25	182	92	274	278	182	96	1	3	.....	.....	20	3	17	
	" .... " 3	35	49	14	98	56	154	154	99	55	....	1	.....	.....	18	.....	18	
	" .... " 4	130— 0	219—40	73—24	65	14	79	85	65	20	1	....	.....	.....	20	.....	20	
	Arnprior Town.... " 1	17	50	33	100	68	168	173	100	73	....	....	.....	.....	20	1	19	
	" .... " 2	19	48	24	91	48	139	144	93	51	..	....	1	1	20	.....	20	
	" .... " 3	11	54	30	97	57	154	159	97	62	2	....	.....	.....	20	.. ..	20	3,341
	" .... " 4	13	90	33	137	56	193	198	137	61	1	....	.....	....	20	.....	20	
	" .... " 5	25	86	56	172	90	262	267	172	95	5	....	.....	.....	20	.....	20	
	" .... " 6	97—12	393—65	191—15	92	44	136	141	92	49	....	....	.....	.....	20	.....	20	
	Bagot, N..... " 1	7	55	31	94	16	110	115	94	21	1	..	.....	.....	20	.....	20	1,594
	..... " 2	9— 2	120—65	139—108	181	34	215	225	181	44	....	6	.....	.....	19	.....	19	
	Brudenell, N..... " 1	78	47	2	127	37	164	169	127	42	....	....	.....	.....	20	.....	20	
	" ..... " 2	95—17	125—78	15—13	113	39	152	157	114	43	..	5	1	.....	20	.....	20	1,104
	Brougham.....	17—17	70—70	16—16	104	41	145	150	104	46	1	....	.....	.....	20	.....	20	
	Eganville Vil	58—58	82—82	26—26	170	54	224	229	170	59	4	....	.....	.....	20	.....	20	
	Gratton Tp. .....No. 1	123	64	22	213	107	320	324	213	111	3	1	.....	.....	20	.....	20	1,724
	" ..... " 2	141—18	100—36	50—28	88	29	117	121	88	33	2	3	1	.....	20	.....	20	
	Griffith, N. Tp.	10—10	63—63	28—28	102	52	154	160	102	58	1	....	.....	.....	20	.....	20	275
	Hagarty, N. Tp. . No. 1	120	51	10	184	38	222	227	184	43	....	3	.....	.....	20	1	19	
	" .. " 2	76	78	21	177	33	210	215	177	38	1	1	.....	.....	20	2	18	1,608
	" .. " 3	49	62	3	114	14	128	133	114	19	....	....	.....	.....	20	.....	20	
	" .. " 4	250— 5	212—21	36— 2	30	14	44	48	30	18	1	1	.....	.....	19	1	18	
	Horton ..... " 1	6	76	59	141	57	198	203	141	62	....	....	.....	.....	20	.....	20	1,608
	" ... . " 2	8— 2	161—85	76—17	105	35	140	144	105	39	1	....	.....	.....	19	.....	19	
	McNab ..... " 1	.....	108	39	150	51	201	207	150	57	1	2	.....	.. ..	20	.....	20	
	" ..... " 2	34	106	42	182	78	260	265	182	83	....	..	.....	.....	20	.....	20	3,154
	" ..... " 3	22	79	59	160	70	230	234	160	74	....	....	.....	.....	20	.....	20	
	" ..... " 4	64— 8	398—105	159—19	133	27	160	165	133	32	1	....	.....	.....	20	.....	20	

	Radcliff ..... „ 1	5	55	8	68	33	101	106	63	38	....	....	.....	.....	19	.....	19	1,059
	" ..... „ 2	18–13	175–120	8– 0	133	30	163	168	133	35	...	....	.....	.....	20	.....	20	
	Renfrew Vil ..... " 1	20	92	55	168	72	240	245	169	76	....	1	.....	.....	20	.....	20	
	" ..... " 2	30	86	57	175	86	261	266	175	91	2	...	.....	.....	20	.....	20	2,611
	" ..... " 3	74–24	258–80	155–43	149	65	214	219	149	70	....	2	.....	.....	20	.....	20	
	Sebastopol	43–43	79 –79	6– 6	128	28	156	161	128	33	....	....	.....	.....	20	2	18	710
	Totals.....	1,014	2,455 1,014	978	4,508	1,715	6,223	6,395	4,513	1,882	29	29	3	1	694	10	684	23,972
	Majority for Campbell.....		1,441															
		Guibord.	Marier.															
Russell.....	Osgoode Tp .....No. 1	46	38	84	66	150	150	84	.....	1	1	.....	.....	18	2	16	
	do ..... " 2	74	4	79	58	137	150	79	70	....	1	.....	....	20	.....	20	
	do ..... " 3	35	58	93	83	176	200	93	107	....	....	.....	.....	20	.....	20	
	do ..... " 4	57	62	120	63	183	200	120	79	1	1	.....	.....	20	.....	20	
	do ..... " 5	65	60	126	36	162	150	126	20	....	4	.....	....	10	.....	10	4,858
	do ..... " 6	47	68	115	43	158	150	115	35	....	....	.....	.. ..	10	.....	10	
	do ..... " 7	24	29	55	51	106	150	55	95	....	2	.....	.....	20	.....	20	
	do ..... " 8	59	65	125	48	173	200	125	75	1	1	.....	.....	20	.....	20	
	do ..... " 9	471– 64	400– 16	81	34	115	150	81	69	1	...	.....	.....	10	.....	10	
	Gloucester Tp .... " 1	46	43	89	49	138	150	89	61	....	....	....	.....	30	.....	30	
	do .... " 2	40	39	80	44	124	150	80	70	....	1	.....	.....	30	....	30	
	do .... " 3	45	53	101	59	160	200	101	99	....	3	1	.....	30	.....	30	
	do . .. " 4	19	54	73	40	113	150	73	77	....	....	.....	.....	30	.....	30	
	do .... " 5	55	32	87	36	123	150	87	63	....	....	.. ...	.. .	30	....	30	
	do .... " 6	37	66	103	34	137	150	103	46	....	1	.....	.....	30	.....	30	
	do .... " 7	11	34	45	52	97	100	45	55	....	....	.....	.....	30	.....	30	6,823
	do .... " 8	21	42	64	44	108	100	64	36	....	1	....	.....	30	....	30	
	do .... " 9	42	19	62	65	127	150	62	88	....	1	.....	...	40	.....	40	
	do .... " 10	48	31	79	73	152	150	79	69	....	2	.....	.....	30	.....	30	
	do .... " 11	43	25	70	46	116	150	70	80	....	2	.....	.....	29	.....	29	
	do .... " 12	29	30	59	37	96	100	59	41	....	....	.....	.....	30	.....	30	
	do .... " 13	37	51	88	62	150	150	88	62	....	....	.....	.....	30	.....	30	
	do .... " 14	495– 22	539– 20	42	16	58	100	42	58	....	....	.....	.....	30	.....	30	
	Cumberland Tp... " 1	65	21	86	105	191	200	86	114	....	....	.....	.....	10	.....	10	
	do ... " 2	53	41	94	87	181	200	94	105	....	1	.....	.....	20	.....	20	
	do ... " 3	44	80	124	144	268	300	131	169	2	1	.....	.....	30	3	27	4,014
	do ... " 4	33	98	126	77	203	250	126	122	....	2	.....	....	20	1	19	
	do ... " 5	245 - 50	287 – 52	103	58	161	200	102	97	1	....	1	.....	10	.....	10	
	Russell Tp..... " 1	31	114	146	72	218	300	145	154	....	1	.....	.....	20	....	20	
	do ..... " 2	31	70	101	59	160	250	101	149	....	....	.....	.....	10	.....	10	
	do ..... " 3	88	69	157	97	254	350	157	193	....	....	.....	.....	20	.....	20	3,918
	do ..... " 4	89	48	137	96	233	300	137	163	....	....	.....	.....	20	....	20	
	do ..... " 5	282– 43	334– 33	76	149	225	200	76	124	....	....	.. ...	....	20	.....	20	
	Cambridge Tp .... " 1	77	9	86	73	159	200	86	114	....	....	.....	.....	20	1	19	
	do .... " 2	87	61	148	78	226	250	148	102	....	....	.....	.....	20	....	20	
	do .... " 3	76	28	104	77	181	200	104	95	1	....	.....	.....	20	.....	20	2,767

RETURN from the Records of the General Election to the Legislative Assembly in 1898, etc.—*Continued.*

Electoral District.	Names and Number of Polling Sub-Division.	Names and Candidates and No. of Votes Polled for each.		Votes in each Sub-Division.			Ballot Papers sent out, and how Disposed of in each Sub-Division.							Tendered Ballot Papers sent out and how disposed of in each Sub-Division.			Population in each Constituency, as shown by last Census.
				Total No. of Votes Polled.	No. of Votes remaining Unrecorded.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
		Guibord.	Marier.														
Russell.....	Cambridge Tp .....No. 4	40	10	50	42	92	150	52	98	1	1	.....	.....	20	1	19	
	do ... " 5	320 40	112 4	44	42	86	100	44	56	.....	.....	.....	.....	10	.....	10	
	Rockland Vil..... " 1	217—217	72—72	289	55	344	350	289	60	.....	1	.....	.....	30	.....	30	1,465
	Capelman Vil..... " 1	35—35	28—28	63	82	145	200	63	137	.....	.....	.....	.....	30	4	26	1,246
	Clarence Tp ..... " 1	135	33	168	66	234	250	168	82	.....	.....	.....	.....	30	.....	30	
	do ..... " 2	100	39	139	76	215	300	139	161	.....	.....	.....	.....	30	.....	30	
	do ..... " 3	32	20	53	49	102	150	52	98	1	.....	.....	.....	10	.....	10	
	do ..... " 4	100	5	106	32	138	150	106	44	1	.....	.....	.....	50	.....	50	
	do ..... " 5	45	21	66	96	162	150	66	84	.....	.....	.....	.....	30	.....	30	4,779
	do ..... " 6	74	21	95	78	173	200	95	105	.....	.....	.....	.....	10	.....	10	
	do ..... " 7	56	8	64	22	86	100	64	36	.....	.....	.....	.....	20	2	18	
	do ..... " 8	61	4	66	60	126	100	66	34	1	.....	.....	.....	30	4	26	
	do ..... " 9	51	19	71	45	116	100	70	28	1	.....	.....	.....	50	.....	50	
	do ..... " 10	673—19	190—29	39	32	71	100	39	61	.....	.....	.....	.....	20	.....	20	
	Totals.....	2,738 1,862	1,962	1,721	3,088	6,709	9,050	1,725	3,710	13	28	2		1,187	18	1,169	29,970
	Majority for Guibord.	776															
Simcoe, E. R.	Orillia Town.	Harvey.	Miscampbell.														
	South Ward..No 1	101	101	202	57	259	290	203	87	1	..	.....	.....	20	1	19	
	do " 2	51	38	89	61	150	165	99	66	10	....	.....	....	20	1	19	
	North Ward. " 1	113	115	228	36	164	280	228	62	.....	.....	.....	.....	20	.....	20	4,753
	do " 2	38	33	71	24	95	110	71	39	.....	.....	.....	.....	20	.....	20	
	West Ward. " 1	69	43	112	27	139	155	116	39	4	.....	.....	.....	20	.....	20	
	do " 2	482—10	414—84	194	53	257	285	196	89	1	1	.....	.....	20	.....	20	

Town Penetanguishene, South Ward	" 1	90	46	136	60	196	215	137	78	1	....	.....	.....	20	.....	20	2,110
Centre Ward.	" 2	139	55	194	103	297	335	196	39	2	....	....	.....	20	.....	20	
North Ward.	" 3	276— 47	130— 29	76	24	100	120	76	44	....	....	.....	....	20	.....	20	
Town Midland, West Ward.	" 1	68	84	152	52	204	225	152	73	2	...	....	.....	20	.....	20	2,088
East Ward..	" 2	72	62	134	33	167	185	152	33	....	....	.....	.....	20	.....	20	
South Ward.	" 3	204— 64	278—132	196	48	244	275	199	86	....	1	.....	.....	21	.....	21	
Tp. Medonte	" 1	57	81	138	52	190	210	138	72	...	....	.....	.....	20	1	19	
do	" 2	70	22	92	32	130	150	94	56	2	....	.....	.....	20	.....	20	
do	" 3	.....	.....	.....	.....	.....	.....	.....	.....	...	...	.....	.....	.....	.....	.....	
do	" 4	54	72	126	33	159	180	126	54	...	....	.....	.....	20	.....	20	4,512
do	" 5	62	45	109	20	129	150	111	39	...	2	.....	.....	20	.....	20	
do	" 6	.....	.....	.....	.....	.....	.....	.....	.....	...	...	.....	.....	.....	.....	.....	
do	" 7	284— 41	292— 72	114	44	158	175	116	59	....	2	.....	.....	20	....	20	
Tp. of Oro	" 1	51	76	127	37	164	185	.....	56	1	1	.....	.....	20	...	20	
do	" 2	80	66	146	22	168	190	147	43	1	....	.....	.....	20	.....	20	
do	" 3	103	46	149	31	180	200	150	50	1	....	.....	.....	20	....	20	
do	" 4	78	82	.....	33	192	210	160	50	....	1	.....	.....	20	.....	20	4,357
do	" 5	95	68	163	28	191	200	165	35	....	2	.....	.....	20	1	19	
do	" 6	63	23	86	13	99	120	86	34	....	....	.....	.....	20	.....	20	
do	" 7	542— 72	442— 81	153	28	181	200	153	47	....	....	.....	.....	20	.....	20	
Tp. of Tay	" 1	60	69	129	52	181	200	131	69	....	2	.....	.....	20	.....	20	
do	" 2	37	69	106	17	123	135	106	29	....	....	.....	.....	20	.....	20	
do	" 3	25	69	94	32	126	145	96	49	1	1	...	.....	20	1	19	
do	" 4	128	129	257	61	381	345	263	82	2	4	.....	....	20	.....	20	4,714
do	" 5	59	167	226	86	212	310	229	81	3	....	...	.....	20	...	20	
do	" 6	50	87	137	40	177	200	138	62	....	1	.....	.....	20	.....	20	
do	" 7	372— 13	601— 11	24	3	27	40	24	16	....	....	.....	.....	20	.....	20	
Tp. of Orillia	" 1	.....	.....	.....	.....	.....	.....	.....	.....	...	...	.....	.....	.....	.....	.....	
do	" 2	60	21	81	9	90	110	81	29	....	....	.....	.....	20	....	20	
do	" 3	32	61	93	28	121	135	102	33	....	9	.....	.....	21	3	18	
do	" 4	43	100	143	29	172	195	144	51	1	....	.....	.....	20	.....	20	
do	" 5	44	54	102	32	134	150	107	43	....	11	1	.....	20	....	20	3,684
do	" 6	54	49	104	14	118	140	105	35	1	....	....	.....	20	.....	20	
do	" 7	73	53	126	49	175	200	126	74	....	....	.....	.....	20	.....	20	
do	" 8	8	5	13	2	15	30	13	17	....	....	.....	.....	20	.....	20	
do	" 9	340— 26	363— 20	46	5	51	70	46	24	....	....	.....	.....	20	.....	20	
Tp. Matchedash		24— 24	73— 73	97	63	160	180	97	83	....	...	.....	... ..	20	.....	20	375
Totals		2,524	2,593	.....	.....	.....	.....	.....	.....	....	....	.....	.....	.....	.....	...	26,597
			2,524														
Maj. for Miscamphell.		.....	69														

RETURNS from the Records of the General Election to the Legislative Assembly in 1898, etc.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled for Each.		Voters in each Sub-Division.			Ballot Papers sent out, and how disposed of in each Sub-Division.							Tendered Ballot Papers sent out, and how disposed of in each Sub-Division.			Population in each Constituency, as shown by last Census.
		Currie.	Duff.	Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
Simcoe W.R	Alliston Village...No. 1	33	28	61	.....	110	125	61	64	....	....	.....	.....	15	.....	15	1,371
	do .. " 2	22	40	62	.....	132	175	62	113	....	....	.....	.....	15	.....	15	
	do .. " 3	80—25	120—52	77	.....	139	175	77	98	....	....	.....	.....	15	.....	15	
	Collingwood Town. " 1	58	99	157	.....	283	300	157	140	....	....	.....	.....	15	.....	15	4,939
	do . " 2	52	88	140	.....	250	249	140	109	....	....	.....	.....	15	....	15	
	do . " 3	23	62	85	.....	152	175	85	89	....	....	.....	.....	15	.....	15	
	do . " 4	80	79	159	.....	293	300	159	141	....	....	.....	.....	15	.....	15	
	do . " 5	53	65	118	.....	277	299	118	181	....	1	.....	.....	15	.....	15	
	do . " 6	323—57	485—92	150	.....	291	300	149	150	1	....	.....	.....	15	.....	15	
	Creemore Village.. " 1	80—80	54—54	134	.....	160	175	134	41	....	....	.....	.....	15	.....	15	721
	Stayner Village ... " 1	48	15	63	.....	92	100	63	37	....	....	.....	.....	15	.....	15	1,357
	do ... " 2	40	26	66	.....	77	100	66	34	....	....	.....	.....	15	.....	15	
	do ... " 3	147—59	66—25	85	.....	117	125	84	40	1	....	.....	.....	15	.....	15	
	Essa Tp .... " 1	68	101	170	....	262	275	169	105	1	....	.....	.....	15	.....	15	3,592
	do ..... " 2	49	97	148	.....	210	250	146	107	2	....	.....	.....	15	.....	15	
	do .... " 3	31	87	119	..	174	175	118	54	1	1	.....	.....	15	2	13	
	do ..... " 4	40	122	162	....	230	250	162	88	....	....	.....	.....	30	....	30	
	do ..... " 5	21	54	75	.....	111	123	75	48	....	....	.....	.....	15	.....	15	
	do ..... " 6	265—56	513—52	109	....	156	175	108	66	1	....	.....	.....	15	.....	15	
	Nottawasaga Tp... " 1	51	38	89	...	103	125	89	36	....	....	.....	.....	15	.....	15	
	do ... " 2	55	26	82	.....	105	125	81	43	1	....	.....	.....	15	.....	15	
	do ... " 3	42	27	69	.....	81	100	69	41	..	....	.....	.....	15	.....	15	
	do ... " 4	53	33	86	.....	117	125	86	39	....	....	.....	.....	15	.....	15	
	do ... " 5	41	73	117	.....	155	175	114	58	3	....	.....	.....	15	....	15	6,060
	do ... " 6	93	56	149	.....	185	200	149	51	....	....	.....	.....	15	.....	15	
	do ... " 7	57	103	162	.....	192	200	160	38	2	....	.....	.....	15	.....	15	

	do ... " 8	72	75	147	.....	181	200	147	53	....	....	.....	.....	15	.....	15			
	do ... " 9	75	60	136	.....	191	200	135	64	1	....	.....	.....	15	1	14			
	do ... " 10	568—29	512— 21	51	.....	68	100	50	49	1	....	.....	.....	15	.....	15			
	Tosorontio Tp..... " 1	78	132	215	.....	326	325	210	110	5	....	.....	.....	15	.....	15		1,870	
	do ..... " 2	117—39	265 133	172	.....	256	275	172	103	....	....	.....	.....	30	.....	30			
	Totals.....	1,580	2,015	3,615	.....	5,476	5,996	3,595	.....	20	2	.....	.....	495	3	492		19,9.0	
			1,580																
	Majority for Duff.....		435																

		Davidson.	Thompson	Bain.														
Simcoe, C.R	Town of Barrie....No. 1	88	94	5	190	54	243	242	187	52	3	....	.....	.....	10	.....	* 10	
	do .... " 2	90	107	2	202	58	257	258	199	56	3	....	.....	...	10	1	9	
	do .... " 3	104	109	5	219	157	373	373	218	152	3	....	.....	.....	10	1	9	5,550
	do .... " 4	91	129	2	226	58	283	283	226	54	1	2	.....	.....	10	1	9	
	do .... " 5	484—111	581—142	19— 5	259	93	349	346	258	87	1	...	.....	... ..	10	.....	10	
	Tp. Vespra ..... " 1	48	18	40	106	37	143	150	106	44	....	....	.....	.....	10	.....	10	
	do ..... " 2	68	53	25	146	37	182	190	146	43	....	1	.....	.....	10	.....	* 10	
	do ..... " 3	31	47	9	87	33	118	125	87	38	....	....	....	.....	10	.....	† 10	3,022
	do ..... " 4	59	28	37	126	28	152	160	126	31	1	2	.....	.....	10	.....	† 10	
	do ..... " 5	40	30	19	89	61	150	150	89	61	...	....	.....	.....	10	.....	10	
	do ..... " 6	254— 8	181— 5	150— 20	33	18	51	60	33	27	...	....	.....	.... .	10	.....	10	
	Tp. Flos..... " 1	47	51	4	105	25	129	134	105	26	3	....	.....	.....	10	1	* 9	
	do ..... " 2	71	93	10	176	39	216	220	174	44	2	..	.....	.....	10	... ..	* 10	
	do ..... " 3	55	41	21	120	23	145	150	120	28	2	....	.....	.....	10	.....	† 10	3,782
	do ..... " 4	79	104	16	200	36	236	238	199	38	1	....	....	.....	10	.....	10	
	do ..... " 5	33	20	75	135	45	179	184	135	42	7	....	.....	.....	10	.....	* 10	
	do ..... " 6	323— 38	355— 46	195— 69	153	36	191	195	153	40	2	....	.....	.....	10	.....	† 10	
	Tp. Tiny . ..... " 1	50	113	10	173	47	210	215	173	41	....	1	.....	.....	10	....	10	
	do ..... " 2	70	73	10	153	45	296	210	153	46	....	1	.....	.....	10	.....	† 10	
	do ..... " 3	122	80	8	211	42	253	230	211	19	....	1	.....	.....	10	.....	10	4,784
	do ..... " 4	75	101	9	186	49	235	240	185	54	...	....	.....	.....	10	.....	10	
	do ..... " 5	138	25	3	166	61	225	259	166	93	....	....	.....	.....	10	.....	† 10	
	do ..... " 6	461— 6	402— 10	63— 23	39	5	44	51	39	12	.. .	....	.....	.....	10	.....	10	
	Tp. Sunnidale .... " 1	48	85	16	149	45	194	200	149	50	....	1	.....	.....	10	.....	10	
	do .... " 2	61	80	30	171	26	196	199	171	38	...	....	.....	.....	10	.....	* 10	
	do .... " 3	36	49	34	125	34	153	155	119	36	....	....	.....	.....	10	6	4	
	do .... " 4	182— 37	242— 28	142— 62	127	21	148	150	127	23	....	....	.....	.....	10	.....	10	
	Totals...	1,704	1,761	569	4,043	1,213	5,251	5,367	4,054	1,275	30	8	.....	.....	270	10	§260	19,910
			1,764															
	Majority for Thompson .		57															

* 1 outside vote. † 2 outside votes. ‡ 3 outside votes. § 29 outside votes. *a* Spoiled.

RETURN from the Records of the General Election to the Legislative Assembly in 1898, etc.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled for each.			Voters in each Sub-Division.			Ballot Papers sent out, and how Disposed of in each Sub Division.							Tendered Ballot Papers sent out, and how disposed of in each Sub-Division.			Population in each Constituency, as shown by last Census.
					Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers Taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
		Bennett.	Mu'hern.	McLaughlin.														
Stormont...	Town of Cornwall..No. 1	5	75	29	109	66	175	179	109	69	....	1	.....	.....	10	.....	10	
	do .. 2	13	71	25	109	61	170	175	109	64	....	2	.....	.....	10	.....	10	
	do .. 3	21	43	31	95	52	147	155	95	60	....	....	.....	.....	10	1	9	
	do .. 4	14	42	42	98	50	148	155	98	57	....	.....	.....	.....	10	1	9	
	do .. 5	13	36	52	101	59	160	165	101	64	....	.....	.....	.....	10	.....	10	
	do .. 6	24	44	48	116	52	168	173	116	57	....	.....	.....	.....	10	.....	10	6,805
	do .. 7	22	52	39	113	60	173	176	113	57	....	6	.....	.....	10	.....	10	
	do .. 8	8	73	34	115	55	171	176	116	60	....	1	.....	.....	13	.....	13	
	do .. 9	19	33	49	101	64	165	169	101	65	....	3	.....	.....	12	.....	12	
	do .. 10	16	70	30	116	56	172	177	116	60	1	.....	.....	.....	13	.....	13	
	do .. 11	163 8	593 74	433—84	116	55	171	176	116	60	....	.....	.....	.....	11	.....	11	
	Tp. of Cornwall ... 1	6	87	34	127	58	185	190	127	61	2	....	....	.....	10	5	5	
	do 2	37	53	54	144	101	245	251	144	105	....	2	.....	.....	10	1	9	
	do .. 3	49	18	55	114	69	183	188	114	71	1	2	.....	.....	10	.....	10	
	do 4	31	52	115	198	57	255	260	198	62	....	....	.....	.....	10	.....	10	6,790
	do 5	13	68	52	133	62	195	200	133	67	....	.....	.....	.....	10	.....	10	
	do 6	23	23	52	96	49	145	150	96	54	....	.....	.....	.....	10	2	8	
	do 7	19	36	44	99	66	165	169	99	70	..	....	.....	.....	10	.....	10	
	do 8	212 43	369 34	461 57	134	56	190	200	134	66	....	.....	.....	.....	10	4	6	
	Tp. of Osnabruck 1	9	89	77	175	42	217	218	175	42	1	.....	.....	.....	10	.....	10	
	do .. 2	14	126	64	204	72	276	280	204	75	...	1	.....	.....	10	.....	10	
	do .. 3	12	37	90	139	55	194	200	139	61	....	.....	.....	.....	10	.....	10	
	do .. 4	26	34	69	114	41	151	156	114	42	...	...	.....	.....	10	.....	10	5,316
	do .. 5	37	38	79	154	135	289	291	154	138	2	.....	.....	.....	10	.....	10	
	do .. 6	29	63	38	130	55	185	186	130	53	2	1	.....	.....	10	.....	10	
	do .. 7	131 10	468 81	475—67	178	36	194	198	158	39	...	1	.....	.....	10	.....	10	
	Tp. of Roxborough 1	40	35	87	162	52	214	220	162	58	...	....	.....	.....	10	.....	10	
	do .. 2	7	16	76	99	21	120	124	99	25	....	...	.....	.....	10	.....	10	

do	" 3	52	3	24	79	26	105	110	79	31	....	....	.....	.....	10	.....	10	
do	" 4	21	63	94	178	25	203	208	178	28	2	....	.....	.....	10	1	9	4,736
do	" 5	76	13	18	107	14	121	125	107	18	....	....	.....	.....	10	.....	10	
do	" 6	36	37	71	144	49	193	197	144	47	3	3	.....	.....	10	.....	10	
do	" 7	284 - 52	200—33	453—85	168	48	216	219	168	51	....	....	.....	...	10	.....	10	
Tp. of Finch	" 1	6	62	71	139	31	170	175	139	36	....	....	.....	.....	10	.. ...	10	
do	" 2	24	76	65	165	39	204	210	165	45	....	....	.....	.....	10	.....	10	
do	" 3	8	41	50	99	53	152	158	99	59	....	....	.....	.....	10	3	7	3,509
do	" 4	20	46	30	96	50	146	149	96	51	....	2	.....	.....	10	.....	10	
do	" 5	3	38	50	91	27	118	123	91	31	....	1	.....	.....	10	.....	10	
do	" 6	65— 4	313 50	300—34	88	44	132	137	88	48	....	1	.....	.....	10	2	8	
Totals		855	1,943	2,122	4,920	2,954	6,974	7,162	4,920	2,201	14	27	.....	.....	398	20	378	27,156
				1,943														
Majority for McLaughlin				179														

		Foy.	Rogers.														
Toronto, South	No. 1	35	18	53	13	66	200	53	147	1	....	.....	.....	20	2	18	.....
	" 2	14	28	42	15	57	200	42	158	....	....	.....	.....	20	1	19	.....
	" 3	3	3	6	10	6	200	6	194	....	1	.....	.....	20	.....	20	.....
	" 4	3	6	9	1	10	200	9	191	3	....	.....	.. ..	20	.....	20	.....
	" 5	4	1	5	21	26	200	5	195	1	.. .	.....	.....	20	.....	20	.....
	" 6	4	2	6	.....	6	200	6	194	....	....	.....	.....	20	.....	20	.....
	" 7	4	4	8	1	9	200	8	192	2	1	.....	.....	20	.....	20	.....
	" 8	3	5	8	1	9	200	8	192	2	1	.....	.....	20	.....	20	.....
	" 9	10	5	15	.....	15	200	15	185	3	....	.....	.....	20	..	20	.....
	"10	11	11	22	.....	22	200	22	178	....	..	.....	.....	20	2	18	.....
	"11	4	1	5	5	10	200	5	195	....	2	.....	.....	20	.....	20	....
	"12	46	23	69	6	75	200	69	131	....	....	.....	.....	20	.....	20	... .
	"13	36	50	86	36	122	200	86	114	2	1	.....	.....	20	.....	20	.....
	"14	42	58	100	52	152	200	100	100	....	....	.....	.....	20	3	17	....
	"15	11	27	38	10	48	200	38	162	....	....	.....	.....	20	....	20	.....
	"16	32	34	66	33	99	200	66	134	1	....	... ..	.. .	20	... .	20	....
	"17	7	10	17	6	23	200	17	183	1	....	.....	.....	20	.....	20	....
	"18	40	27	67	25	92	200	67	133	....	1	.....	.....	20	1	19	.....
	"19	11	9	20	12	32	200	20	180	....	....	.....	.....	20	.....	20	.....
	"20	10	5	15	4	19	200	15	185	....	....	.....	.....	20	.....	20	.....
	"21	11	13	24	6	30	200	24	176	2	....	.....	.....	20	.....	20	.....
	"22	28	21	49	21	70	200	49	151	....	....	.....	.....	20	.....	20	... .
	"23	22	18	40	17	57	200	40	160	...	..	.....	.. ..	20	1	19	.....
	"24	44	20	64	28	92	200	64	136	1	2	.....	.....	20	.....	20	.....
	"25	44	42	86	32	118	200	86	114	1	....	.....	.....	20	.....	20	....
	"26	77	40	117	59	176	200	117	83	....	....	.....	.....	20	2	18	.....
	"27	31	22	53	31	84	200	53	147	1	....	.....	.....	20	2	18	. ...
	"28	44	15	59	25	84	200	59	141	....	....	.....	.....	20	....	20	.....
	"29	67	49	116	38	154	200	116	84	....	1	.....	.. ..	20	1	19	....
	"30	74	59	133	54	187	200	133	67	2	....	....	.....	20	.....	20	.....
	"31	64	75	139	47	186	200	139	61	....	....	....	.....	20	.....	20	.....

RETURN from the Records of the General Election to the Legislative Assembly in 1898, etc.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled for each.		Voters in each Sub-Division.			Ballot Papers sent out, and how Disposed of in each Sub-Division.							Tendered Ballot Papers sent out and how disposed of in each Sub-Division.			Population in each Constituency, as shown by last Census.
				Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
		Foy.	Rogers.														
Toronto, South—*Con*	No. 32	62	53	115	48	163	200	115	85	1	1	.....	.....	20	1	19	.....
	" 33	64	48	112	28	140	200	112	88	...	....	.....	.....	20	.. .	20	.....
	" 34	33	59	92	44	136	200	92	108	....	....	.....	.....	20	.....	20	.....
	" 35	54	41	95	40	135	200	95	105	3	2	....	.....	20	1	19	.....
	" 36	70	46	116	31	147	200	116	84	....	....	.....	.....	20	.....	20	.....
	" 37	66	81	147	66	213	200	147	53	1	....	....	.. ..	20	.....	20	....
	" 38	58	57	115	66	181	200	115	85	1	1	.....	.....	20	2	18	.....
	" 39	69	62	131	43	174	200	131	69	....	....	.....	.....	20	....	20	.....
	" 40	57	67	124	54	178	200	124	76	1	1	.....	.....	20	1	19	.....
	" 41	55	46	101	40	141	200	101	99	1	....	.....	.....	20	....	20	.....
	" 42	57	49	106	61	167	200	106	94	....	....	.....	.....	20	....	20	.....
	" 43	47	52	99	30	129	200	99	101	....	....	.....	....	20	2	18	.....
	" 44	27	49	76	41	117	200	76	124	2	....	.....	...	20	.....	20	....
	" 45	70	52	112	40	162	200	122	78	....	....	.....	.....	20	.....	20	.....
	" 46	62	83	145	48	193	200	145	55	1	....	.....	.....	20	1	19	.....
	" 47	52	62	114	38	152	200	114	86	3	1	.....	.....	20	.....	20	.....
	" 48	85	54	139	55	194	200	139	61	....	....	.....	.....	20	2	18	....
	" 49	79	70	149	74	223	200	149	51	....	....	.....	.....	20	.....	20	....
	" 50	78	85	163	75	238	200	163	37	....	....	....	.....	20	1	19	.....
	" 51	74	68	142	52	194	200	142	58	....	....	.....	.....	20	....	20	.....
	" 52	65	60	125	36	161	200	125	75	2	....	....	....	20	.....	20	.....
	" 53	73	65	138	39	177	200	138	62	..	....	.....	.....	20	.....	20	.....
	" 54	64	51	115	49	164	200	115	85	1	1	.....	.....	20	2	18	.....
	" 55	51	55	106	67	173	2 0	106	94	1	...	.....	....	20	....	20	....
	" 56	40	59	99	61	160	200	99	101	....	....	.....	...	20	1	19	.....
	" 57	65	49	114	67	181	200	114	86	....	....	.....	.....	20	3	17	.....
	" 58	66	57	123	86	209	200	123	77	....	....	.....	.....	20	.....	20	.....
	" 59	84	68	152	49	201	200	152	48	3	....	.....	.....	20	1	19	.....
	" 60	72	45	115	59	174	200	115	85	1	....	.....	.....	20	.....	20	.....

"61	48	32	80	93	173	200	80	110	....	1	.....	.....	20	1	19	.....
"62	39	58	97	71	168	200	97	103	1	1	....	....	20	.....	20	.....
"63	42	47	89	37	126	200	89	111	1	...	.....	.....	20	2	18	.....
"64	55	44	99	69	168	200	99	101	....	..	....	....	20	2	18	.....
"65	53	54	107	43	150	200	107	93	2	....	.....	....	20	1	19	...
"66	81	62	143	51	194	200	143	57	...	....	.....	....	20	.....	20	.....
"67	69	58	127	51	178	200	127	73	1	....	.....	.....	20	.....	20	.....
"68	70	51	121	62	183	200	121	79	1	....	.....	.....	20	.....	20	.....
"69	82	68	150	60	210	200	150	50	1	....	.....	....	20	.....	20	.....
"70	60	57	117	62	179	200	117	83	....	....	.....	..	20	1	19	.....
"71	82	63	145	38	183	200	145	55	....	....	.....	.....	20	.....	20	....
"72	59	53	112	66	178	200	112	88	..	....	.....	.....	20	2	18	.....
"73	55	55	110	73	183	200	110	90	2	....	.....	.....	20	1	19	....
"74	40	48	88	52	140	200	88	112	....	2	...	...	20	....	20	.....
"75	43	39	82	42	124	200	82	118	....	....	....	.....	20	2	18	.....
"76	48	46	94	41	135	200	94	106	1	....	.....	.....	20	2	18	.....
"77	31	42	73	46	119	200	73	127	....	....	.....	.....	20	1	19	.....
"78	57	40	97	50	147	200	97	103	1	....	.....	.....	20	1	19	.....
"79	32	47	79	44	120	200	79	121	1	....	.....	.....	20	.....	20	....
"80	37	49	86	48	134	200	86	114	....	..	.....	.....	20	1	19	.....
"81	61	63	124	48	172	200	124	76	1	....	....	....	20	.....	20	.....
"82	55	58	113	50	163	200	113	87	...	....	....	.	20	...	20	....
"83	46	45	91	31	122	200	91	109	2	....	....	....	20	2	18	.....
"84	74	75	149	62	211	200	149	51	....	....	.... ..	....	20	.....	20	.....
"85	65	45	110	56	166	200	110	90	1	....	.....	.....	20	1	19	.....
"86	75	52	127	39	166	200	127	73	....	....	.....	... .	20	1	19	... .
"87	70	62	132	75	207	200	132	68	....	...	....	.....	20	.....	20	..
"88	55	75	130	70	200	200	130	70	....	....	.....	....	20	.....	20	....
"89	72	56	128	61	189	200	128	73	....	....	.. .	...	20	.....	20	..
"90	66	45	111	50	161	200	111	89	1	....	.....	....	20	2	18	....
"91	61	63	124	53	177	200	124	76	...	....	.....	.....	20	1	19	.....
"92	52	43	95	52	147	200	95	105	2	....	. ..	.....	20	1	19	.....
"93	37	43	80	39	119	200	80	120	1	....	.....	.....	20	....	20	....
"94	57	37	94	65	159	200	94	106	....	....	....	....	20	.....	20	.....
Totals	4,464 4,059	4,059	8,731	3,939	12,670	18,800	8,730	10,070	63	20	.....	.....	1,880	58	1,822	...
Majority for Foy	405															

		Dewart.	Marter.													
Toronto, N. R.	Sub-div. No. 1	68	67	135	51	186	200	134	65	....	1	.....	.....	20		20	.. .
	do 2	52	73	125	56	179	200	123	75	2	....	.....	.....	20	1	19	....
	do 3	53	62	115	59	174	200	115	85	....	....	.....	.....	20	2	18	.....
	do 4	56	67	123	58	181	200	123	76	1	....	.....	.....	20		20	... .
	do 5	52	75	127	68	195	400	126	272	1	1	.....		40	1	39	.....
	do 6	82	54	136	58	194	200	136	63	....	1	.....	.....	20	.. ..	20	....
	do 7	59	51	110	54	164	200	111	87	..	2	.....	...	20	2	18	... .
	do 8	74	47	121	60	181	200	121	79	....	. .	.....	.....	20	.....	20	.....

RETURN from the Records of the General Election to the Legislative Assembly in 1898, etc.—*Continued.*

Electoral Districts.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled for each.		Voters in each Sub-Division.			Ballot Papers sent out, and how Disposed of in each Sub-Division.							Tendered Ballot Papers sent out and how disposed of in each Sub-Division.			Population in each Constituency, as shown by last Census.
				Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards refused to Vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-division.	Used.	Unused.	
		Dewart.	Marter.														
Toronto, N. R.	Sub-div. No. 9	48	77	125	51	176	200	125	73	....	2	.....	.....	20	.....	20	.....
	do 10	56	47	103	58	161	200	103	97	....	.....	.....	.....	20	1	19	.....
	do 11	45	54	99	59	158	200	98	100	2	....	.....	.....	40	1	39	.....
	do 12	74	62	136	63	199	200	136	64	....	....	....	.....	20	.....	20	.....
	do 13	39	46	85	34	119	200	86	113	1	....	.....	.....	20	3	17	.....
	do 14	67	51	118	48	166	200	119	81	....	....	.....	.....	20	1	19	.....
	do 15	35	49	84	62	146	200	84	116	....	....	.....	.....	20	.....	20	.....
	do 16	82	37	119	44	163	200	119	80	....	1	.....	.....	20	1	19	.....
	do 17	51	68	119	39	158	200	119	79	....	2	.....	.....	20	5	15	.....
	do 18	51	55	106	30	136	200	106	94	....	....	.....	.....	20	4	16	.....
	do 19	70	64	134	45	179	200	164	64	1	1	.....	.....	20	2	18	.....
	do 20	77	56	133	82	275	200	133	64	2	1	.....	.....	20	3	17	.....
	do 21	67	76	143	45	188	200	145	54	1	....	.....	.....	20	1	19	.....
	do 22	84	50	134	45	179	200	131	64	5	....	.....	.....	20	.....	20	.....
	do 23	83	70	153	51	204	200	152	247	1	....	.....	.....	40	2	38	.....
	do 24	61	62	123	55	178	200	123	70	....	....	.....	.....	20	1	19	.....
	do 25	75	65	140	55	195	200	140	60	....	....	.....	.....	20	.....	20	.....
	do 26	106	67	173	51	224	400	173	227	....	....	.....	.....	20	....	20	.....
	do 27	81	68	149	54	203	400	149	251	....	....	.....	.....	20	2	18	.....
	do 28	80	90	170	40	210	200	171	27	....	2	.....	.....	20	2	18	.....
	do 29	82	59	141	42	183	200	141	59	....	....	.....	.....	20	2	18	.....
	do 30	71	57	128	53	171	200	127	71	1	1	.....	.....	20	....	20	.....
	do 31	57	66	123	52	175	200	123	76	1	....	.....	....	20	4	*16	.....
	do 32	24	51	75	33	108	200	75	123	2	....	....	....	20	1	19	.....
	do 33	48	70	118	58	176	200	118	80	2	....	....	....	20	3	17	.....
	do 34	64	58	122	35	157	200	123	75	1	1	.....	.....	20	....	20	.....
	do 35	49	37	86	36	122	200	86	114	....	....	....	.....	20	2	18	.....
	do 36	61	42	103	28	131	200	103	97	....	....	....	.....	20	....	20	.....

	do 37	72	52	124	39	163	200	124	75	....	.....	.....	.....	20	1	19	.....
	do 38	98	65	163	51	214	400	153	236	1	.....	.....	.....	20	.....	20	.....
	do 39	52	54	106	50	156	200	106	93	1	.....	.....	.....	20	.....	20	.....
	do 40	54	50	104	43	147	200	104	96	.....	.....	.....	.....	20	.....	20	.....
	do 41	40	62	102	55	157	200	101	97	2	.....	.....	.....	20	1	19	.....
	do 42	63	79	142	47	189	200	142	58	.....	.....	.....	.....	20	.....	20	.....
	do 43	67	78	145	56	201	200	145	53	1	1	.....	.....	20	1	19	.....
	do 44	50	73	123	66	189	200	123	76	.....	1	.....	.....	20	.....	20	.....
	do 45	39	60	99	49	150	200	98	100	2	.....	.....	.....	20	.....	20	.....
	do 46	38	51	89	45	134	200	89	109	1	1	.....	.....	20	.....	20	.....
	do 47	52	34	86	23	109	200	87	113	.....	.....	.....	.....	20	.....	20	.....
	do 48	41	50	91	37	128	200	91	109	.....	.....	.....	.....	20	.....	20	.....
	do 49	31	68	99	47	146	200	99	99	1	.....	1	.....	20	.....	20	.....
	do 50	31	72	103	28	131	200	101	97	2	.....	.....	.....	20	.....	20	.....
	do 51	37	54	91	44	135	200	91	109	.....	.....	.....	.....	20	.....	20	.....
	do 52	69	64	133	54	187	200	133	67	.....	.....	.....	.....	20	.....	20	.....
	do 53	56	57	113	49	162	200	112	87	1	.....	.....	.....	20	.....	20	.....
	do 54	64	54	118	46	164	200	118	82	.....	.....	.....	.....	20	2	18	.....
	do 55	47	27	74	38	107	200	74	126	.....	.....	.....	.....	20	.....	20	.....
	do 56	33	49	82	55	137	290	82	117	1	.....	.....	.....	20	2	18	.....
	do 57	43	37	80	37	117	200	80	119	1	.....	.....	.....	20	.....	20	.....
	do 58	50	35	85	45	130	200	85	115	.....	.....	.....	.....	20	.....	20	.....
	do 59	26	36	62	25	87	200	62	138	.....	.....	.....	.....	20	.....	20	.....
	do 60	22	52	74	32	106	200	74	126	.....	.....	.....	.....	20	.....	20	.....
	do 61	20	50	70	38	108	200	70	130	.....	.....	.....	.....	20	.....	20	.....
	Totals	3,479	3,513 3,479	6,992	.....	....	13,200	6,985	6,156	38	20	1	.....	1,280	54	1,226	.....
	Majority for Marter	.....	34														
		Crawford.	Spence.														
Toronto, W. R.	No. 1	58	80	138	.....	211	200	138	62	.....	.....	.....	.....	20	.....	20	.....
	" 2	47	32	79	.....	114	200	79	121	.....	.....	.....	.....	20	3	17	.....
	" 3	46	47	93	.....	172	200	93	127	.....	.....	.....	.....	20	.....	20	.....
	" 4	51	54	105	.....	167	200	105	95	.....	.....	.....	.....	20	.....	20	.....
	" 5	63	49	112	.....	185	200	112	88	.....	.....	.....	.....	20	.....	20	.....
	" 6	80	72	152	.....	205	200	152	48	.....	.....	.....	.....	20	.....	20	.....
	" 7	69	52	121	.....	187	200	121	79	.....	.....	.....	.....	20	.....	20	.....
	" 8	39	23	64	.....	118	200	62	136	2	.....	.....	.....	20	.....	20	.....
	" 9	75	44	119	.....	178	200	119	.....	.....	.....	.....	.....	20	.....	20	.....
	" 10	53	48	105	.....	170	200	104	96	2	2	.....	.....	20	.....	20	.....
	" 11	75	53	130	....	180	200	128	70	2	2	.....	.....	20	1	19	.....
	" 12	74	47	123	.....	161	200	122	78	1	.....	.....	.....	20	.....	20	.....

* One hundred ballots spoiled.

R. O.'s NOTE.—The numbers in the column for number of votes polled does not in every case agree with the column marked "Used Ballot Papers." I have taken the figures of the recount in the one case, and the figures in the poll booths in the other, as the "rejected" votes by Judge were returned to their original envelopes.

D. R. O. says in poll booth 44 that his book contained only 199 ballots. If he is right only 75 ballots have been returned.

RETURN from the Records of the General Elections to the Legislative Assembly in 1898, etc.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled for Each.		Voters in each Sub-Division.			Ballot Papers sent out, and how disposed of in each Sub-Division.							Tendered Ballot Papers sent out, and how disposed of in each Sub-Division.			Population in each Constituency, as shown by last Census.
				Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
West Toronto.—*Con.*		Crawford.	Spence.														
	No. 13	83	44			175											
	" 14	46	52			128	200							20		20	
	" 15	62	40	102		140	200	102	96	1							
	" 16	61	38	103		142											
	" 17	48	57	105		149	199	104	95					19	1	18	
	" 18	58	34	92		140	200							20			
	" 19	52	43	95		171	200	95	105					20		20	
	" 20	60	41	101		167	200		96	1	2			20		20	
	" 21	63	41	105		167	200	104		1	1			20			
	" 22	43	20	63		109	200	63	157					20		20	
	" 23	48	24	72		115	200							20			
	" 24	77	34	111		151	200	111	89					20		20	
	" 25	55	56	91		145	200	91	109					19		19	
	" 26	40	30	70		133		70									
	" 27	47	31	78		131	200	78	122					20		20	
	" 28	38	28	69		122	200	66	131	2				20	1	19	
	" 29	45	37	83		146	200	82	117	1				20	1	19	
	" 30	31	21	52		95	200	52	148					20	2	18	
	" 31	43	27	70		117	200	70	130					20			
	" 32	25	23	48		91	200	48	152					20		20	
	" 33	21	23	44		77	200	44	156					20		20	
	" 34	49	24	73		131	200							20			
	" 35	26	17	45		92	200	43		2				20	3	17	
	" 36	33	18	51		73	200	51						20			
	" 37	39	24	65		101	200	63	136	1				20	1	19	
	" 38	32	25	57		102	200	57	143					20		20	
	" 39	30	25	55		89	200	55	145					20		20	
	" 40	49	33	82		134	200	82	118								
	" 41	52	38	84		152	200	84	116					20		20	

" 42	48	52	100	.....	166	199	100	99	....	....	.....	.....	19	.....	19	.....	
" 43	46	40	87	.....	137	200	86	114	....	....	.....	.....	20	1	19	.....	
" 44	51	38	90	.....	140	200	89	110	1	....	.....	.....	20	.....	20	.....	
" 45	38	27	65	.....	119	200	65	....		1	.....	.....	20	.....	20	.....	
" 46	36	25	61	.....	77	200	61	139	....	....	.....	.....	20	.....	20	.....	
" 47	52	52	104	.....	146	200	104	94	....	....	.....	.....	20	.....	20	.....	
" 48	60	37	97	.....	142	200	98	102	1	....	.....	.....	20	.....	20	.....	
" 49	61	43	104	.....	155	200	104	116	....	....	.....	.....	20	1	19	.....	
" 50	57	44	101	.....	162	200	101	98	....	1	.....	.....	20	1	19	.....	
" 51	58	44	103	.....	161	200	103	97	1	....	.....	.....	20	.....	20	.....	
" 52	40	17	58	....	101	200	57	142	1	....	.....	.....	20	2	18	.....	
" 53	47	28	75	.....	117	200	.....		....	.....	.....	.....	20	.....	.....	.....	
" 54	22	38	61	.....	103	200	60	139	1	....	.....	.....	20	.....	20	.....	
" 55	9	11	.....	.....	26	200	20	180	....	....	.....	.....	20	1	19	.....	
" 56	49	46	98	.....	145	199	95	103	1	....	.....	.....	19	2	17	.....	
" 57	57	54	112	.....	156	200	111	87	1	1	.....	.....	20	.....	20	.....	
" 58	67	31	99	.....	142	200	98	101	1	....	.....	.....	20	.....	.....	.....	
" 59	76	46	123	.....	172	200	122	77	1	....	.....	.....	20	.....	20	.....	
" 60	58	47	107	.....	163	200	.....	.....	1	....	.....	.....	.....	1	.....		
" 61	57	31	88	.....	126	200	88	112	....	....	.....	.....	20	.....	20	.....	
" 62	40	43	83	.....	130	200	83	116	....	1	.....	.....	20	.....	20	.....	
" 63	63	50	114	.....	175	199	114	84	1	....	.....	.....	20	.....	20	.....	
" 64	43	44	87	.....	135	200	89	113	...	....	.....	.....	20	1	19	.....	
" 65	32	69	101	.....	158	200	.....	.....	....	....	.....	.....	1	.....	1	.....	
" 66	57	31	88	.....	132	200	88	112	....	....	.....	.....	20	.....	.....	.....	
" 67	36	24	.....	.....	95	200	.....	.....	....	....	.....	.....	20	.....	20	.....	
" 68	31	34	66	.....	95	200	65	134	1	....	.....	.....	20	1	19	.....	
" 69	47	61	108	.....	166	200	108	92	....	....	.....	.....	20	.....	20	.....	
" 70	23	48	71	.....	135	199	71	.....	....	....	.....	.....	19	1	18	.....	
" 71	26	59	86	.....	123	200	85	114	1	....	.....	.....	20	.....	20	.....	
" 72	23	26	49	.....	64	200	49	149	2	....	.....	.....	20	3	17	.....	
" 73	8	14	.....	.....	33	200	.....	.....	....	....	.....	.....	20	.....	.....	.....	
" 74	41	26	68	.....	105	200	..	.....	1	....	.....	.....	20	.....	.....	.....	
" 75	30	13	43	.....	73	200	43	157	....	....	.....	.....	20	.....	20	.....	
" 76	17	30	47	.....	72	200	47	153	..	....	..	.....	20	1	19	.....	
" 77	28	43	71	.....	112	200	71	128	1	1	....	.....	20	.....	20	.....	
" 78	30	12	42	.....	71	200	42	158	....	....	.....	.....	20	.....	20	.....	
" 79	45	37	82	.....	134	200	82	115	1	1	.....	.....	20	2	18	.....	
Totals	3,698	2,938	6,254	.....	10,409	15,197	6,536	.....	33	15	.....	.....	1,436	32	1,116	.....	
	2,938																
Majority for Crawford	760																

		Caldwell.	Pyne.													
Toronto, East	Sub-div. No. 1 and 2	27	45	72	63	135	200	72	126	....	1	1	.....	20	.....	20	
	do 3	26	71	97	76	173	200	97	102	1	....	.....	.....	20	1	19	
	do 4	33	60	93	76	169	200	93	105	2	...	.....	.....	20	.....	20	
	do 5	31	60	91	78	169	200	91	109	....	....	.....	.....	20	.....	20	

RETURN from the Records of the General Election to the Legislative Assembly in 1898, etc.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled for each.		Voters in each Sub-Division.			Ballot Papers sent out and how disposed of in each Sub-Division.						Tendered Ballot Papers sent out and how disposed of in each Sub-Division.			Population in each Constituency as shown by last Census.
				Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers taken from Polling places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
		Caldwell.	Pyne.													
Toronto, E.R.—*Con.*	Sub-Div. No. 6	18	43	61	37	98	200	61	139	....	....	.....	.....	20	.....	20	
	do 7	34	51	85	55	140	200	85	115	....	....	.....	.....	20	...	20	
	do 8	30	42	72	52	124	200	72	127	....	1	.....	.....	20	.....	20	
	do 9	31	43	74	62	136	200	74	125	1	....	.....	.....	20	.....	20	
	do 10	39	51	90	57	147	200	90	109	1	....	.....	.....	20	.....	20	
	do 11	43	48	91	68	159	200	91	107	2	....	.....	....	20	1	19	
	do 12	30	63	93	69	162	200	93	107	....	....	.....	.....	20	.....	20	
	do 13	41	48	89	62	151	200	89	111	....	....	.....	.....	20	.....	20	
	do 14	30	88	118	99	217	400	118	281	...	1	.....	.....	20	.....	20	
	do 15	41	59	100	67	167	200	100	100	...	...	.. ..	.....	20	1	19	
	do 16	37	53	90	70	160	200	90	110	....	....	.....	.....	20	1	19	
	do 17	37	80	117	59	176	200	117	83	...	..	.....	.....	20	.....	20	
	do 18	46	103	149	57	206	400	149	251	....	...	.....	.....	20	.....	20	
	do 19	38	69	107	56	163	200	107	80	4	....	.....	.....	20	2	18	
	do 20	22	56	78	56	134	200	78	122	...	....	.. ...	.....	20	.....	20	
	do 21	20	53	73	51	124	200	73	125	....	2	.....	... ..	20	.....	20	
	do 22	14	44	58	46	104	200	58	142	....	....	.....	.....	20	.....	20	
	do 23	41	95	136	49	185	200	136	64	...	....	.....	.....	20	.....	20	
	do 24	32	101	133	70	203	400	133	261	3	3	.....	.....	20	1	19	
	do 25	17	52	69	45	114	200	69	131	....	....	....	.....	20	. ...	20	
	do 26	22	39	61	42	103	200	61	139	....	....	.....	.....	20	5	15	
	do 27	22	57	79	69	148	200	79	119	....	2	.....	.....	20	.....	20	
	do 28	27	76	103	69	172	200	103	97	....	....	.....	...	20	.....	20	
	do 29	29	61	90	104	194	200	90	108	1	....	1	.....	20	1	19	
	do 30	17	73	90	37	127	200	90	110	....	....	.....	....	20	.....	20	
	do 31	26	63	89	46	135	200	89	111	....	....	.....	... ..	20	.....	20	
	do 32	12	53	65	44	109	200	65	135	....	....	.....	.....	20	4	16	
	do 33	7	18	25	26	51	200	25	175	....	....	.....	.....	20	.....	20	
	do 34	12	33	45	28	73	200	45	155	....	....	.....		20	.....	20	

do 35	28	76	104	83	187	200	104	96	....	....	.....	.....	20	.....	20		
do 36	25	59	84	54	138	200	84	116	....	....	.....	.....	20	.....	20		
do 37	16	76	92	66	158	200	92	107	1	....	.....	.....	20	.....	20		
do 38	20	86	106	63	169	200	106	94	....	....	.....	.....	20	1	19		
do 39	32	44	76	49	125	200	76	123	1	....	.....	.....	20	1	19		
do 40	39	84	123	54	177	200	123	76	1	....	.....	.....	20	....	20		
do 41	20	76	96	62	158	200	96	102	2	....	.....	.....	20	.....	20		
do 42	24	44	68	76	144	200	68	132	....	....	.....	.....	20	4	16		
do 43	36	88	124	51	175	200	124	76	....	....	.....	.....	20	....	20		
do 44	32	66	98	81	179	200	98	102	1	....	.....	.....	20	1	19		
do 45	29	77	106	51	157	200	106	94	....	....	.....	.....	20	.....	20		
do 46	30	58	88	56	144	200	88	112	....	....	.....	.....	20	.....	20		
do 47	30	54	84	47	131	200	84	116	....	....	.....	.....	20	.....	20		
do 48	38	42	80	48	128	200	80	120	....	....	.....	.....	20	.....	20		
do 49	25	32	57	21	78	200	57	143	....	....	.....	.....	20	.....	20		
do 50	12	38	50	38	88	200	50	150	....	....	.....	.....	20	.....	20		
do 51	34	51	85	60	145	200	85	115	....	....	.....	.....	20	.....	20		
do 52	28	49	77	78	155	200	77	120	3	....	.....	.....	20	.....	20		
do 53	13	17	30	25	55	200	30	170	....	....	.....	.....	20	.....	20		
do 54	32	35	67	46	113	200	67	132	1	....	.....	.....	20	1	19		
Totals	1,475	3,103	4,578	3,054	7,632	11,200	4,578	6,585	25	10	2	.....	1,060	27	1,033		
		1,475															
Majority for Pyne		1,628															

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Victoria, W. R	Fox.	McKay.															
Lindsay Town, No. 1, E. Ward	62	60	122	34	156	300	122	178	....	....	.....	.....	20	.....	20		
No. 2, E. Ward	94	99	194	52	246	300	193	106	....	1	.....	.....	20	1	19		
No. 1, N. "	85	61	146	41	187	300	146	153	....	1	.....	.....	20	.....	20		
No. 2, N. "	80	64	145	75	220	300	145	154	1	....	.....	.....	27	.....	27		6,081
No. 3, N. "	128	67	199	57	256	300	195	100	4	1	.....	.....	20	.....	20		
No. 1, S. "	149	62	213	137	350	300	211	87	2	....	.....	.....	20	.....	20		
No. 2, S. "	121	61	183	62	245	299	182	116	1	....	.....	.....	26	....	26		
No. 3, S. "	815 — 96	582—108	205	78	283	300	204	96	....	....	.....	.....	27	1	26		
Ops Township No. 1	53	70	125	37	162	198	123	72	1	1	.....	.....	27	.....	27		
do " 2	62	45	107	30	137	200	107	93	....	....	.....	.....	27	.....	27		
do " 3	51	20	72	31	103	200	71	127	1	1	.....	.....	27	.....	27		2,926
do " 4	85	72	158	46	204	200	157	42	1	....	.....	.....	27	.....	27		
do " 5	103	39	142	46	188	200	142	58	....	....	.....	.....	27	.....	27		
do " 6	414— 60	284— 38	99	52	151	200	98	101	1	....	.....	.....	27	.....	27		
Mariposa Tp " 1	76	77	155	49	204	200	153	44	....	3	....	.....	27	1	26		
do " 2	78	34	113	47	160	200	112	86	1	1	.....	.....	28	.....	28		
do " 3	94	85	184	55	239	200	179	16	5	....	.....	.....	27	.....	27		
do " 4	81	86	170	43	213	200	167	30	1	2	.....	.....	27	.....	27		4,849
do " 5	44	105	151	52	203	200	149	49	1	1	.....	.....	27	.....	27		
do " 6	31	56	87	36	123	200	87	112	....	1	.....	.....	27	.....	27		
do " 7	47	94	142	51	193	200	142	58	1	....	.....	.....	27	.....	27		

RETURN from the Records of the General Election to the Legislative Assembly in 1898, etc.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled for each.		Voters in each Sub-Division.			Ballot Papers sent out and how Disposed of in each Sub-Division.							Tendered Ballot Papers sent out and how disposed of in each Sub-Division.			Population in each Constituency, as shown by last Census.
				Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
		Fox.	McKay.														
Victoria, W. R.—*Con.*	Mariposa Tp..... " 8	493— 42	568— 31	73	29	102	200	74	124	1	1	.....	.....	27	.....	27	
	Eldon Tp ..... " 1	51	103	154	30	184	200	154	46	....	....	.....	.....	27	.....	27	
	do ..... " 2	86	132	218	41	259	297	218	79	....	....	.....	.....	26	.....	26	3,145
	do ..... " 3	97	120	218	67	285	300	217	82	....	1	.....	.....	27	.....	27	
	do ..... " 4	310— 76	423— 68	145	34	179	200	144	56	....	....	.....	...	27	....	27	
	Carden Tp..... " 1	33	61	94	72	166	200	94	105	1	....	.....	.....	27	.....	27	815
	do ..... " 2	55— 22	103— 42	64	34	98	200	64	136	....	....	.....	.....	27	.....	27	
	Dalton Tp..... " 1	48	15	63	41	104	200	63	137	....	....	.....	.....	27	.....	27	509
	do ..... " 2	55— 7	39— 24	31	13	44	200	31	169	...	....	.....	.....	27	.....	27	
	Woodville Village	21— 21	94— 94	115	26	141	200	115	85	....	....	.....	.....	23	...	23	323
	Totals	2,163 2,093	2,093	4,287	1,498	5,785	7,194	4,259	2,897	23	15	.....	.....	797	3	794	18,648
	Majority for Fox ...	70															
		Carnegie.	Austin.														
Victoria, E.	Omemee Vil .... No. 1	117—117	10— 10	128	95	223	300	128	172	....	1	... ..	.....	17	.....	17	.....
	Emily Tp..... " 1	135	40	175	68	243	300	175	125	....	....	.....	.....	17	.....	17	.....
	do ..... " 2	48	15	63	39	102	100	63	37	....	....	.....	...	17	... .	17	.....
	do ..... " 3	62	11	73	40	113	200	73	127	....	....	.....	.. ...	17	.....	17	.....
	do .... " 4	17	88	105	45	150	200	108	92	....	3	...	.....	17	1	16	.....
	do ..... " 5	43	14	57	32	89	100	57	43	....	....	.....	... .	17	.....	17	.....
	do ..... " 6	323— 18	204— 36	54	18	72	100	54	46	....	....	...	.....	17	.....	17	.....
	Verulam Tp..... .. " 1	57	24	81	18	99	100	82	18	....	1	.....	.....	17	.....	17	.. ...
	do ..... " 2	75	46	121	38	159	200	122	78	....	1	.....	.....	17	.....	17	....

do ..... " 3		32		69	101	23	124	200	101	99	....	....	.....	.....	17	1	16	.....
do ..... " 4		52		31	83	17	100	100	83	16	...	1	...	.....	17	..	17	..
do ..... " 5		28		28	56	129	185	100	56	44	....	....	.....	.....	17	.....	17	.....
do ..... " 6	273— 29		217— 19		48	11	59	100	48	52	....	....	.....	.....	17	.....	17	.....
Bobcaygeon Vil .... " 1		85		31	116	24	140	200	116	81	2	1	.....	.....	17	.....	17	....
do .... " 2	129 - 44		62— 31		75	17	92	100	75	22	3	....	....	.....	17	.....	17	....
Fenelon Tp ..... " 1		20		19	39	19	58	100	39	60	1	....	.....	.....	18	.....	18	.....
do ..... " 2		66		59	125	52	177	200	127	71	....	2	.....	.....	17	.....	17	.....
do ..... " 3		68		74	142	43	185	200	142	56	2	....	.....	.....	17	.....	17	....
do ..... " 4		76		31	107	41	148	200	107	93	....	....	....	.....	17	.....	17	.....
do ..... " 5	294— 64		265— 82		146	26	172	200	146	54	....	...	.....	.....	17	.....	17	.. ...
Fenelon Falls Vil .. " 1		65		67	132	28	160	199	132	66	....	1	.....	.....	17	.....	17	.....
do .. " 2	126— 61		148— 81		142	34	176	201	142	55	...	3	.....	.....	17	.. ....	17	.....
Bexley Tp ..... " 1		58		38	96	35	131	200	96	104	...	...	.....	.....	17	1	16	.....
do .... " 2	133— 75		73— 35		110	68	178	200	110	90	....	....	.....	.....	17	5	12	.....
Laxton Tp	100—100		44— 44		144	48	192	200	144	56	...	....	.....	.....	17	1	16	.....
Digby	20— 20		20— 20		40	31	71	100	40	60	..	....	.....	.....	17	.. ....	17	.....
Somerville .....No. 1		79		57	136	32	168	200	136	64	....	....	.....	.....	17	.....	17	.....
do ..... " 2		40		123	163	32	195	200	136	64	...	....	.....	.....	17	1	16	.. ..
do ..... " 3	237- 118		222— 42		160	42	202	300	160	140	....	..	.....	.....	17	.....	17	....
Monmouth Tp.....	56— 56		47— 47		103	46	149	200	103	96	1	....	.....	.....	17	.....	17	.....
Cardiff ....No. 1		20		17	37	27	64	100	37	63	....	....	....	....	17	.. ...	17	.....
do ..... " 2	45— 25		59— 42		67	28	95	101	67	34	....	....	.....	.....	17	.....	17	.....
Latterworth ..... " 1		21		30	51	39	90	200	51	149	....	....	.....	.....	17	1	16	.....
do ..... " 2	47— 26		53 - 23		49	26	75	100	49	51	....	..	.....	.....	17	....	17	....
Anson and Hinden.....	34— 34		11 - 11		45	32	77	200	45	155	...	....	....	.....	17	1	16	. ...
Snowden .....No. 1		29		71	100	69	169	200	100	100	....	....	.....	.....	17	.....	17	.....
do ..... " 2		34	105— 31		39	39	78	100	39	61	....	....	.....	.....	17	.....	17	.....
Minden	87— 87		121—121		208	112	320	399	208	187	3	1	....	.....	34	1	33	.....
Glamorgan	35— 35		65— 65		100	35	135	201	100	100	....	1	....	....	17	.....	17	.....
Stanhope.....No. 1		25		21	46	29	75	150	46	104	...	...	.....	.....	17	.....	17	.....
do ..... " 2		31		11	42	13	55	100	42	58	...	...	....	.....	17	....	17	.....
do ..... " 3	88 - 32		52 - 20		52	56	108	150	52	98	...	....	.....	.....	17	.....	17	.....
Dysart ..... " 1		74		65	139	87	226	250	139	109	...	2	.....	.....	17	1	16	.....
do ..... " 2		21		6	27	14	41	100	27	73	..	....	.....	.....	17	.....	17	.....
do ..... " 3	111— 16		73 - 2		18	13	31	50	18	32	...	....	.....	.....	17	.....	17	.....
Totals.....		2,289		1,851	4,140	1,810	5,950	7,700	4,142	3,528	12	18	.....	.....	783	14	769	20,693
		1,851																
Majority for Carregie.		438																
		Clemens.		Lackner.														
Waterloo, N.R. Vil. of Elmira.....No. 1	113—113		125—125		241	60	301	325	241	82	1	2	.....	....	20	.....	20	1,069
Tp. of Waterloo... " 1		24		87	120	16	136	160	120	40	9	....	.....	.....	20	.....	20	
do .. " 2		79		24	105	24	129	161	105	56	....	2	.....	.....	20	.. ..	20	
do .. " 3		112		59	171	64	235	216	171	45	....	4	.....	.....	20	.....	20	3,443
do .. " 4		89		70	159	29	186	225	159	66	..	...	.....	.....	20	.....	20	
do .. " 5	424—120		267— 27		147	22	173	196	147	49	....	....	.....	.....	20	.....	20	

RETURN from the Records of the General Election to the Legislative Assembly in 1897, etc.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled for each.		Voters in each Sub-Division.			Ballot Papers sent out, and how Disposed of in each Sub-Division.							Tendered Ballot Papers sent out and how Disposed of in each Sub-Division.			Population in each Constituency as shown by last Census.
				Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers taken from Polling Places.	No. of tendered Ballot sent out to each Sub-Division.	Used.	Unused.	
		Clemens.	Lackner.														
Waterloo, N.R.	Tp. of Wellesley ..No. 1	32	89	125	36	157	185	125	59	3	1	.....	....	20	1	19	
	do .. " 2	79	112	194	40	231	255	194	62		3	.....	.....	19	.....	19	
	do .. " 3	101	60	161	37	198	230	161	69	....	....	.....	.....	20	.....	20	
	do .. " 4	102	78	180	42	222	240	180	60	....	....	.....	.....	20	.....	20	5,609
	do .. " 5	90	107	199	44	243	250	199	57	....	2	.....	.....	19	.....	20	
	do .. " 6	533—129	506— 60	193	65	258	295	193	102	3	4	.....	.....	20	.....	20	
	Tp. of Woolwich .. " 1	80	22	102	41	141	165	102	61	....	2	.....	.....	20	.....	20	
	do .. " 2	79	53	133	26	158	185	133	52	....	1	.....	.....	20	.....	20	
	do .. " 3	155	12	167	41	208	236	167	69	....	....	.....	.....	20	.....	20	
	do .. " 4	84	42	128	41	169	195	126	67	....	2	.....	.....	20	.....	20	4,838
	do .. " 5	109	62	174	38	212	240	174	66	3	....	.....	.....	20	.....	20	
	do .. " 6	49	28	78	30	108	135	78	57	....	1	.....	.....	20	.....	20	
	do .. " 7	601— 45	278— 59	106	30	136	166	106	60	2	....	.....	.....	20	.....	20	
	Town of Berlin.... " 1	43	118	163	48	211	236	163	73	3	....	.....	.....	20	.....	20	
	do .... " 2	78	99	177	69	246	270	177	93	....	....	.....	.....	20	.....	20	
	do .... " 3	47	125	173	44	217	245	173	72	1	....	.....	.....	20	1	19	
	do .... " 4	71	86	157	42	199	224	157	67	....	....	.....	.....	20	...	20	
	do .... " 5	58	98	157	74	231	244	157	87	1	1	.....	.....	19	...	19	
	do .... " 6	51	76	129	80	209	229	127	98	2	....	.....	.....	20	.....	20	
	do .... " 7	81	56	139	71	210	239	137	100	2	....	.....	.....	20	.....	20	7,425
	do .... " 8	68	84	152	74	226	259	153	106	....	1	.....	.....	20	.....	20	
	do .... " 9	45	97	142	46	188	261	142	119	....	....	.....	.....	20	1	19	
	do .... " 10	42	50	92	43	135	180	93	87	....	1	.....	.....	20	.....	20	
	do .... " 11	70	117	188	103	291	320	188	132	1	....	.....	.....	20	.....	20	
	do .... " 12	694— 40	1,109— 103	143	46	189	228	143	85	....	....	.....	.....	20	.....	20	
	Town of Waterloo. " 1	20	39	59	40	102	126	59	64	...	3	.....	...	20	...	20	
	do " 2	27	67	94	41	135	160	94	66	....	....	.....	.....	20	.....	20	
	do " 3	53	67	120	47	167	196	120	76	....	....	.....	.....	20	.....	20	
	do " 4	40	45	85	60	145	171	85	86	....	....	.....	.....	20	.....	20	2,419

	do " 5	16	29	45	28	74	101	45	56	....	....	.....	.....	20	.....	20		
	do " 6	45	75	120	47	167	191	120	71	....	....	.....	.....	20	.....	20		
	do " 7	44	63	107	38	145	172	107	65	....	....	....	.....	20	2	18		
	do " 8	271— 26	416— 31	57	18	75	100	57	43	....	....	.. ..	.....	20	.....	20		
	Totals.....	2,636	2,701 2,636	5,397	1,785	7,163	8,212	5,379	2,815	30	30	.....	.....	777	5	772	25,325	
	Majority for Lackner		65															
		Kribs.	Phin.															
Waterloo, S.R.	Tp. of Wilmot .... No 1	72	112	184	42	226	245	184	61	....	....	....	.....	20	.....	20		
	do .... " 2	57	105	162	46	280	230	163	67	....	1	.....	.....	18	1	17		
	do .... " 3	83	60	144	37	181	205	145	60	1	1	.....	... ..	15	1	14	5,487	
	do .... " 4	69	165	234	80	314	365	234	131	....	....	....	.....	18	.....	18		
	do .... " 5	105	42	147	27	174	200	147	53	....	....	.....	.....	15	3	12		
	do .... " 6	458—72	527—43	116	36	152	170	116	54	1	....	.....	.....	15	.....	15		
	Vil. New Hamburgh " 1	142	65	207	24	231	300	207	93	....	....	.....	.....	25	.....	25	*1,335	
	do " 2	187—45	94—29	74	11	85	121	74	47	....	....	.....	.....	12	.....	12		
	Vil. of Ayr ..... " 1	28	82	110	16	126	140	110	30	....	....	...	.....	15	1	14	1,040	
	do . ..... " 2	64—36	150—68	104	15	119	130	104	26	....	....	.....	.....	12	.....	12		
	Preston ..... " 1	164	19	183	49	232	255	183	72	..	....	.....	. ..	25	4	21	1,843	
	do ..... " 2	376—212	64—45	258	60	318	340	259	81	1	1	.....	.....	30	.....	30		
	Vil. of Hespeler .. " 1	206	33	239	29	268	289	239	50	....	....	.....	.....	20	.....	20	†1,482	
	do .. " 2	346—140	117—84	225	37	264	283	229	54	1	3	.....	.....	20	.....	20		
	Tp. North Dumfries " 1	29	45	75	13	88	120	76	44	1	1	.....	.....	12	.....	12		
	do " 2	29	58	87	19	106	125	87	38	....	....	.....	.....	15	.....	15		
	do " 3	36	98	136	48	184	225	137	88	2	1	.....	.....	24	.....	24	2,516	
	do " 4	21	84	105	46	151	180	106	74	....	1	.....	.....	18	.....	18		
	do " 5	149—34	406—121	157	32	189	225	157	68	2	....	.....	.....	24	.....	24		
	Tp. of Waterloo .. " 1	50	98	148	47	195	215	148	67	....	....	.....	.....	20	.....	20		
	do .. " 2	77	42	120	41	161	170	120	50	1	....	....	.....	16	.....	16		
	do .. " 3	31	62	93	24	117	135	93	42	....	....	.....	.....	12	.....	12	3,901	
	do .. " 4	54	59	115	25	140	160	115	45	2	....	.....	.....	15	6	9		
	do .. " 5	48	35	83	37	120	140	83	57	....	....	.....	.....	12	1	11		
	do .. " 6	295—35	349—53	88	21	109	130	88	42	....	....	.....	.....	12	... ..	12		
	Town of Galt .... " 1	45	22	67	28	95	100	67	33	....	....	.....	.....	10	1	9		
	do .... " 2	65	65	130	74	204	218	130	88	...	....	....	.....	20	3	17		
	do .... " 3	67	64	133	79	212	205	133	72	2	..	.....	.....	18	1	17		
	do .... " 4	46	44	90	110	200	220	91	129	....	1	.....	.....	20	.....	20		
	do .... " 5	51	39	90	38	128	143	90	53	....	....	.....	.....	15	.....	15		
	do .... " 6	70	77	147	81	228	225	148	77	....	1	.....	.....	20	2	18	7,535	
	do .... " 7	70	104	176	45	221	239	177	62	2	....	....	1	20	1	19		
	do .... " 8	47	50	97	68	165	175	97	78	....	....	.....	.....	16	1	15		

* Three names added to list by Deputy Returning Officer.

† One ballot not accounted for.

RETURN from the Records of the General Election to the Legislative Assembly in 1898, etc.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled for each.		Voters in each Sub-Division.			Ballot Papers sent out, and how Disposed of in each Sub-Division.							Tendered Ballot Papers sent out and how disposed of in each Sub-Division.			Population in each Constituency, as shown by last Census.
				Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
		Kribs.	Phin.														
Waterloo, S. *Con.*	Town of Galt .... No. 9	65	63	129	63	192	194	129	65	1	....	.....	...	17	3	14	
	do .... " 10	31	35	66	29	95	115	66	49	....	....	.....	.....	12	.....	12	
	do .... " 11	64	90	157	73	230	240	157	83	3	...	... ..	.....	20	.....	20	
	do .... " 12	657—36	716 63	99	36	135	150	99	51	..	....	.....	.....	15	.....	15	
	Totals.....	2,532 2,423	2,423	4,975	1,586	6,561	7,322	4,988	2,334	20	11	.....	1	543	29	614	25,139
	Majority for Kribs....	109															
		German.	Pew.														
Welland ...	Bertie Tp.....No. 1	17	9	26	11	37	150	26	11	....		.....	.....	15	.....	15	
	do .... " 2	62	33	95	28	123	150	95	54	1	.. ..	.....	....	15	.....	15	
	do ... . " 3	70	49	119	31	150	200	119	81	....	....	.....	.....	20	.....	20	4,222
	do ..... " 4	102	60	162	59	221	250	162	88	....	....	.....	.....	25	.....	25	
	do ..... " 5	37	53	90	26	116	150	90	59	1	...	.....	.....	15	1	14	
	do ..... " 6	407—119	256— 52	171	53	224	250	171	79	....	....	.....	.....	25	.....	25	
	Bridgeburg Vil.... " 1	78	93	171	35	206	250	171	79	....	...	.....	.....	25	....	25	
	do .... " 2	97— 19	138— 45	64	36	100	150	64	86	....	.. .	....	.....	15	.....	15	
	Chippewa ..... " 1	47— 47	76— 76	123	30	153	200	123	77	....	....	....	....	20	.....	20	523
	Crowland Tp..... " 1	88	33	121	27	148	200	121	79	....	....	.....	.....	20	.....	20	
	do ..... " 2	25	29	54	19	73	150	54	96	....	....	.....	.....	20	.....	20	1,107
	do . ... " 3	158— 45	111— 49	94	20	114	150	94	52	4	...	.....	.....	15	.....	15	
	Fort Erie Vil.... " 1	89— 89	29— 29	118	53	171	200	118	81	...	1	....	.....	15	.....	15	
	Humberstone Tp.. " 1	69	53	122	47	169	200	122	84	....	4	.....	.....	20	.....	20	934
	do .. " 2	52	37	89	24	113	150	89	61	...	...	.....	.....	20	....	20	
	do .. " 3	73	43	116	30	146	150	116	32	....	2	.....	.....	15	...	15	
														15	.....	15	

do .. " 4	84	38	122	50	172	200	122	76	1	1	.....	.....	20	.....	20	2,428
do .. " 5	19	33	52	5	57	150	52	98	...	....	.....	.....	15	.....	15	
do .. " 6	17	46	63	17	80	150	63	93	4	.	....	.....	15	.....	15	
do .. " 7	335— 21	280— 30	51	12	63	150	51	95	2	2	..	... ..	15	....	15	
Niagara Falls Tn—																
No.th Ward....	121	86	207	73	280	300	207	92	1	....	....	....	30	2	28	
East "	148	129	277	82	359	350	277	73	...	....	...	.....	35	2	33	3,349
West "	135	119	254	38	292	350	254	96	....	....	..	...	35	.....	35	
South " ...	501— 97	418— 84	181	73	254	300	181	115	4	....		....	30	.....	30	
Niagara Vil..... No. 1	61	79	141	57	197	250	140	106	2	2	.....	.....	25	.....	25	
do ..... " 2	124— 63	140— 61	124	49	173	200	124	75	....	1	.....	....	20	.....	20	1,179
Port Colborne .... " 1	72	77	149	41	190	250	149	99	....	2	.....	.....	25	.....	25	
do .... " 2	140— 68	121— 44	112	18	130	150	112	38	....	....	.....	....	20	.	20	1,154
Stamford Tp .... " 1	95	51	146	41	187	250	146	101	3	...	....	.....	25	.....	25	
do ..... " 2	49	39	78	28	106	150	78	71	....	1	.....	.....	15	2	13	
do ..... " 3	31	66	14	80	150	66	83	....	1	... ..	.....	15	.....	15		2.099
do ..... " 4	263— 88	193— 68	156	41	197	250	156	90	4	....	....	.....	25	1	24	
Thorold Town—																
St. George Ward....	57	87	141	11	155	200	144	55	.	1	....	.....	20	.....	20	
St. Andrew "	51	65	116	12	128	150	116	33	1	...	...	.....	15	.....	15	
St. Patrick "	61	32	93	15	108	150	93	57	....	....	.....	.....	15	.....	15	2,273
St. David "	217— 48	224— 40	88	11	99	150	88	62	....	..	....	.....	15	.....	15	
Thorold Tp .....No. 1	37	66	103	12	115	150	103	45	....	2	.....	.....	15	.....	15	
do ..... " 2	66	47	113	20	133	150	113	36	1	....	.....	.....	15	....	15	
do ..... " 3	47	27	74	14	88	150	74	74	....	2	....	.....	15	.....	15	2,316
do ..... " 4	47	50	97	27	124	150	97	51	1	1	.....	.....	15	.....	15	
do ..... " 5	283— 86	252— 62	148	23	171	200	148	52	....	....	.....	.....	20	.....	20	
Welland Town.... " 1	59	27	86	45	131	150	86	62	....	2	.....	.....	15	.....	15	
do ... " 2	106	30	136	33	169	200	1 6	63	1	....	....	.....	20	.....	20	2,0.5
do .... " 3	80	33	113	40	163	200	113	86	....	1	.....	.....	20	.....	20	
do .... " 4	330— 85	114— 24	109	25	134	150	109	41	....	....	.....	.....	15	.....	15	
Willoughby Tp... " 1	56	58	114	23	137	150	114	36	....	....	.....	.....	15	.....	15	
" ... " 2	134.. 78	92— 34	112	33	145	150	112	38	....	....	...	....	15	.....	15	1,099
Tota's.....	3,125 2,444	2,444	5,569	1,516	7,085	9,000	5,569	3,374	31	26	.....	.....	900	8	892	25,1 2
Majority for German....	681															

		Pirie.	Wardell.														
Wentworth, N.R	Dundas Town—																
	Canal Ward	42	96	138	46	184	332	138	190	3	1	.....	... ..	32	.....	32	
	Mountain Ward	52	108	160	45	205	334	160	172	1	1	.....	.. ...	34	.....	34	3,546
	Foundry Ward	28	113	141	45	186	332	141	191	....	....	.....	.....	32	.....	32	
	Valley Ward	192-70	462-145	215	41	256	342	215	127	....	....	....	.....	42	.	42	
	Beverly Tp .....No. 1	109	46	155	43	198	332	155	173	4	....	.....	.....	32	2	30	
	do ..... " 2	67	55	122	26	148	334	122	209	3	....	.....	.....	34	....	34	
	do ..... " 3	91	79	170	47	217	334	170	164	....	....	.....	.....	34	.. ...	34	
	do ..... " 4	58	39	97	28	125	332	97	231	4	....	. .	.....	32	.....	32	

RETURN from the Records of the General Election to the Legislative Assembly in 1898 —*Continued.*

Electoral District.	Names and Number of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled for each.		Voters in each Sub-Division.			Ballot Papers sent out, and how Disposed of in each Sub-Division							Tendered Ballot Papers sent out and how disposed of in each Sub-Division.			Population in each Constituency, as shown by last Census.
				Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
		Pirie.	Wardell.														
Wentworth, North.—*Con*	Beverly Tp..... No. 5	70	54	124	18	142	332	124	208	....	....	.. ..	.....	32	.....	32	4,636
	do ..... " 6	49	10	59	22	81	334	59	275	....	....	.....	.....	34	....	34	
	do ..... " 7	35	63	98	27	125	332	98	233	....	1	....	.....	32	.....	32	
	do ..... " 8	75	23	98	27	125	334	98	236	.. ..	....	....	.....	34	...	34	
	do ..... " 9	598— 44	399— 30	74	23	97	332	74	258	....	....	.....	.....	32	.....	32	
	W. Flamborough Tp " 1	58	52	110	16	126	334	110	224	...	....	.....	....	34	.....	34	
	do " 2	68	82	150	32	182	332	150	181	...	1	....	.....	32	....	32	
	do " 3	60	58	118	40	158	334	118	213	3	..	...	....	34	.....	34	3,679
	do " 4	49	84	133	37	170	332	133	195	2	2	.....	.....	32	.....	32	
	do " 5	313— 79	370— 94	172	40	212	334	172	156	5	1	.. ..	....	34	....	34	
	E. Flamborough Tp " 1	62	100	162	70	232	334	162	172	....	....	.....	.....	34	.....	34	
	do " 2	55	127	182	42	224	332	182	148	2	....	.....	.....	32	1	31	2,661
	do " 3	41	87	128	40	168	334	128	205	1	....	.....	.....	34	.....	34	
	do " 4	223— 65	366— 52	117	35	152	332	117	215	....	....	....	....	32	1	31	
	Waterdown Vil... " 1	27	47	74	11	85	334	74	260	....	....	.....	.....	34	.....	34	669
	do ... " 2	41 — 14	103 — 56	70	20	90	332	70	258	4	....	.....	.....	32	.....	32	
	Totals.....	1,367 1,700	1,700	3,067	821	3,888	8,000	3,067	4,891	32	7	.....	.. ...	800	4	796	14,591
	Majority for Wardell..	333															
		Dickenson.	Evans.														
South Wentworth	Tp. of Ancaster....No. 1	72	20	92	24	116	251	94	157	...	2	.. ..	.....	25	.....	25	
	do .... " 2	52	50	102	20	122	250	102	148	....	....	.....	.....	25	.....	25	
	do .... " 3	58	46	104	22	127	250	105	145	1	.	...	....	25	.	25	

	do .... " 4	121	83	204	53	261	274	208	66	1	3	.....	.....	25	2	23	4,098
	do .... " 5	125	93	168	28	187	250	159	91	1	....	....	...	25	....	25	
	do .... " 6	81	50	131	28	161	250	132	118	..	1	....	....	25	2	23	
	do .... " 7	96	21	117	113	130	250	117	133	..	....	....	.....	25	..	25	
	do .... " 8	653— 48	327 - 24	72	15	88	250	73	177	..	1	.....	.....	25	...	25	
	Tp. of Binbrook .. " 1	58	66	124	18	143	200	125	75	...	1	....	.....	25	...	25	
	do .. " 2	71	73	144	14	158	200	144	56	..	.	....	....	25	.	25	1,674
	do .. " 3	180— 51	189— 50	101	14	115	199	102	97	....	1	.....	.....	25	....	25	
	Tp. of Barton .... " 1	46	71	117	34	152	200	118	82	1	....	.....	.....	25	.....	25	
	do .... " 2	49	42	91	27	118	150	92	58	1	....	.....	.....	25	.....	25	
	do ... " 3	54	10	64	29	93	125	64	61	....	....	.....	.....	25	.....	25	
	do .... " 4	66	56	122	20	144	150	124	26	2	....	.....	.....	25	.....	25	3,269
	do .... " 5	37	57	94	25	121	150	96	54	2	....	.....	....	25	.....	25	
	do .... " 6	299— 47	288 - 52	99	24	123	150	99	51	....	....	....	.....	25	....	25	
	Tp. of Glanford.... " 1	73	46	119	8	128	175	120	55	..	1	.....	.....	25	.....	25	
	do .... " 2	79	74	153	17	171	199	155	44	....	2	.....	.....	25	.....	25	1,744
	do .... " 3	224— 72	192 - 72	144	14	159	250	145	105	....	1	....	....	25	.....	25	
	Tp. of Saltfleet.... " 1	80	124	204	32	236	249	204	45	....	....	....	....	25	.....	25	
	do .... " 2	61	142	203	56	261	275	205	70	..	2	.....	.....	25	.. ..	25	
	do .... " 3	38	87	125	20	145	200	125	75	....	.	.. ...	.....	25	1	24	2,765
	do .... " 4	52	48	100	18	118	175	100	75		....	.....	.....	25	.....	25	
	do .... " 5	293— 62	479— 78	140	29	171	250	142	108	1	1	.....	.....	25	.....	25	
	Totals.....	1,649 1,475	1,475	3,124	603	3,754	5,322	3,150	2,172	11	16	.....	.....	625	6	619	13,550
	Majority for Dickenson	174															

		Scott.	Tucker.														
Wellington, W. R.	Town of Harriston No. 1	43	26	70	47	117	150	69	80	1	.....	.....	.....	9	1	8	
	do " 2	22	20	42	32	75	150	42	107	1	.....	.....	...	10	....	10	
	do " 3	34	25	59	34	93	150	59	91	....	....	....	.....	10	....	10	1,687
	do " 4	34	26	61	46	107	150	60	89	....	1	.....	.....	10	....	10	
	do " 5	187— 54	118— 21	76	44	120	150	75	74	..	1	.....	....	10	....	10	
	Vil. of Clifford..... " 1	81 - 81	50 - 50	132	24	156	200	131	68	....	1	....	.....	25	.....	25	634
	Tp. of Minto ..... " 1	72	68	141	37	178	200	140	59	....	1	.....	.....	25	....	25	
	do ..... " 2	53	103	156	46	202	200	156	44	..	....	....	...	25	.....	25	
	do ..... " 3	72	52	124	28	152	200	124	76	..	....	.....	....	25	..	25	
	do ..... " 4	38	62	103	20	123	200	100	97	3	...	.....	....	25	...	25	3,637
	do ..... " 5	65	47	113	26	140	200	112	87	...	1	.....	.....	25	2	23	
	do ..... " 6	355— 55	358— 26	81	28	109	200	81	119	....	....	.....	.....	25	. .. .	25	
	Town of Palmerston—																
	West Ward	31	85	117	49	166	200	116	83	1	....	....	.....	25	.....	25	
	North "	44	59	104	60	164	200	103	96	1	....	.....	.....	25	.....	25	2,006
	East "	138— 63	208— 64	128	89	217	200	127	72	1	....	.....	.....	25	.....	25	

RETURN from the Records of the General Election to the Legislative Assembly in 1898, etc.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub-divisions.	Names of Candidates and No. of Votes Polled for each.			Voters in each Sub-Division.			Ballot Papers sent out, and how disposed of in each Sub-Division.							Tendered Ballot Papers sent out and how disposed of in each Sub-Division.			Population in each Constituency, as shown by the last Census.
					Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
		Scott.	Tucker.															
Wellington. —*Con.*	Tp. of Maryboro'..No. 1	31	96		128	34	162	200	127	72	1	....	.....	....	25	1	24	
	do .. " 2	83	61		144	44	188	200	144	56	....	....	.....	....	24	1	23	
	do .. " 3	99	91		191	31	222	200	190	9	....	1	.....	....	25	.....	25	
	do .. " 4	39	35		74	19	93	200	74	126	....	....	.....	.....	25	.....	25	3,546
	do .. " 5	41	103		146	34	180	200	144	54	2	....	.....	.....	25	.....	25	
	do .. " 6	321— 28	460— 74		102	23	125	200	102	98	....	....	.....	.....	25	....	25	
	Tp. of Peel..... .. " 1	101	94		200	30	230	200	195	3	....	5	.....	.....	25	3	22	
	do ..... " 2	49	93		143	33	175	200	142	57	....	1	.....	....	25	....	25	
	do ..... " 3	80	68		149	30	179	200	148	51	1	....	.....	.....	25	1	24	
	do ..... " 4	29	76		105	22	127	200	105	95	....	....	.....	.....	25	.....	25	4,253
	do ..... " 5	54	110		165	28	193	200	164	35	1	....	.....	.....	25	.....	25	
	do ..... " 6	359— 46	519— 78		125	40	165	200	124	75	..	1	.....	.....	25	.....	25	
	Village of Arthur.. " 1	67	55		123	23	146	200	122	76	1	1	.....	.....	25	.....	25	
	do .. " 2	125— 58	120— 65		123	30	153	200	123	77	....	....	.....	.....	25	.....	25	1,296
	Village of Drayton. " 1	117—117	79— 79		196	53	249	350	196	154	....	....	.....	.....	35	.....	35	793
	Totals.....	1,683	1,912		3,622	1,084	4,706	5,900	3,595	2,280	14	14	.....	.....	683	9	674	17,852
			1,683															
	Majority for Tucker ..	.....	229															
		Coughlin.	Craig.	Park.														
Wellington, E. R.....	Arthur Tp.....No. 1	59	11	66	136	25	161	175	137	38	1	....	...	....	10	..	10	
	do ..... " 2	79	20	55	154	28	182	175	154	21	....	.....	.....	...	10	...	10	
	do ..... " 3	25	10	61	96	38	134	150	98	52	1	1	.....	.	10	....	10	3,224
	do ..... " 4	57	28	32	117	27	144	200	119	81	2	....	..		10	..	10	
	do ..... " 5	257— 37	75 - 6	303 - 89	132	39	171	149	133	16	1	....	....		10	.....	10	

West Luther	" 1	13	5	70	88	30	118	125	88	37	..	....	.....	.....	10	.....	10		
do	" 2	7	4	80	91	10	101	150	91	59	..	....	....	.....	12	.....	12		
do	" *3	.....	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	2,222	
do	" 4	17	16	47	80	20	100	125	80	45	....	....	.....	.....	20	....	20		
do	" 5	55— 18	49 — 24	255— 58	100	23	123	125	100	25	....	....	....	....	20	.....	20		
West Garafraxa...	" 1	32	40	35	109	24	133	200	110	90	....	1	....	.....	10	.....	10		
do ...	" 2	13	17	55	85	22	107	126	85	41	....	....	.....	.....	10	.....	10		
do ...	" 3	38	20	56	115	34	149	149	116	33	....	1	.....	.....	10	.....	10	3,043	
do ...	" 4	19	32	24	75	39	114	125	76	49	1	....	.....	.....	10	1	9		
do ...	" 5	30	39	49	118	41	159	175	118	57	....	....	....	.....	10	.....	10		
do ...	" 6	147— 15	189 — 41	292— 73	129	42	171	175	129	46	....	....	.....	.....	10	.....	10		
Nichol.	" 1	75	37	23	135	47	182	200	136	64	1	....	.....	.....	10	.....	10		
do	" 2	40	39	14	93	24	117	199	93	106	....	....	.....	.....	10	.....	10		
do	" 3	45	38	5	89	45	134	149	90	59	1	....	.....	.....	9	.....	9	2,056	
do	" 4	190— 30	151— 37	79— 37	104	45	149	174	104	70	....	....	.....	.....	10	2	8		
Erin Tp	" 1	31	94	40	165	43	208	200	168	32	3	....	....	.....	10	3	7		
do	" 2	27	79	24	130	43	173	175	130	45	....	....	.....	.....	10	....	10		
do	" 3	41	58	33	137	31	168	175	137	38	..	....	.....	.....	10	1	9	4,048	
do	" 4	26	66	34	126	28	154	150	127	23	1	....	.....	.....	10	.....	10		
do	" 5	24	34	74	132	27	159	199	134	65	1	1	....	....	10	.....	10		
do	" 6	191 — 42	423— 92	267— 57	191	45	236	213	192	21	1	....	.....	....	10	....	10		
Erin Village.....	" 1	54— 54	57— 57	1— 1	112	26	138	135	113	22	1	....	.....	.....	10	.....	10	594	
Town Mt. Forest, North Ward...		46	47	14	107	85	192	150	108	42	1	....	...	.....	11	.....	11		
South Ward ...		41	59	17	117	83	200	200	118	82	1	....	.....	.....	10	.....	10	2,214	
East Ward		39	32	9	80	64	144	175	80	95	....	....	....	.....	.....	.....	.....		
West Ward....		166— 40	176— 38	58— 18	96	70	166	174	98	76	2	..	.....	.....	10	.....	10		
Fergus Village....No.	1	54	93	7	154	37	191	174	154	19	....	1	...	...	10	2	8	1,598	
do	" 2	106— 52	181— 88	27— 20	160	58	218	200	162	37	2	1	.....	.....	10	.....	10		
Elora Village	" 1	40	85	3	128	24	152	150	128	22	....	..	....	.....	10	.....	10	1,304	
do	" 2	75 — 35	175— 90	6— 3	128	18	146	147	130	17	2	....	....	.....	11	.....	11		
Totals		1,241	1,476 1,288	1,288	4,009	1,285	5,294	5,663	4,038	1,625	23	6	....	.....	343	9	334	20,303	
Majority for Craig....			188																

			Anderson	Hortop.	Mutrie.														
Wellington, S.R.	City of Guelph ...	No 1	13	100	75	188	63	251	300	188	110	2	....	....	....	25	2	23	
do	" 2	4	35	22	61	7	68	324	61	263	....	....	.....	...	25	1	24		
do	" 3	6	56	61	124	54	178	300	125	173	....	2	.....	.....	25	1	24		
do	" 4	14	85	71	171	141	312	296	170	125	1	..	....	...	25	.....	25		
do	" 5	2	46	39	88	85	173	249	87	161	....	1	.....	.....	24	.....	24		
do	" 6	4	56	43	103	43	146	250	103	147	....	....	....	....	25	1	24		
do	" 7	9	52	61	122	47	169	250	122	128	....	....	.....	....	25	.....	25		
do	" 8	3	69	47	119	43	162	300	119	181	....	....	....	.....	25	.....	25		

* Deputy Returning Officer neglected to fill state of poll in poll book and did not sign.

RETURN from the Records of the General Election to the Legislative Assembly in 1898, etc.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled in each.			Voters in each Sub-Division.			Ballot Papers sent out, and how disposed of in each Sub-Division.							Tendered Ballot Papers sent out and how disposed of in each Sub-Division.			Population in each Constituency, as shown by the last Census.
					Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
		Anderson	Hortop.	Mutrie.														
Wellington S.R. —*Con.*	City of Guelph ... No. 9	2	33	34	69	.....	69	300	69	231	....	....	.....	.....	25	...	25	
	do .... " 10	4	67	60	131	42	173	300	131	169	....	....	.....	.....	25	.....	25	10,537
	do .... " 11	8	49	64	123	52	175	300	121	177	1	1	.....	.....	25	1	24	
	do .... " 12	10	55	75	140	49	189	250	140	109	....	1	.....	.....	25	2	23	
	do .... " 13	7	33	40	80	24	104	300	80	220	..	....	.....	.....	25	.....	25	
	do .... " 14	7	81	59	149	60	209	299	147	150	2	...	.....	.....	24	...	24	
	do .... " 15	6	49	84	139	57	196	300	139	161	..	....	.....	.....	25	.....	25	
	do .... " 16	8	61	84	153	73	226	300	153	146	1	....	.....	.....	25	....	25	
	do .... " 17	8	95	70	176	54	230	300	173	124	3	....	.....	.....	25	1	24	
	do .... " 18	4	104	74	185	47	232	300	182	112	3	3	.....	..	25	2	23	
	do .... " 19	125 — 6	1,150 — 24	1,088 — 25	55	19	74	298	55	243	....	....	.....	.....	25	4	21	
	Tp. of Guelph .... " 1	33	33	92	155	28	183	250	155	94	....	1	.....	.....	25	.....	25	
	do ... " 2	16	71	56	143	25	168	250	143	106	....	1	.....	.....	25	...	25	
	do .... " 3	8	56	36	100	30	130	249	100	149	....	....	.....	.....	25	.....	25	2,464
	do .... " 4	60 — 3	213 — 53	289 — 105	164	45	209	250	161	86	3	....	.....	.....	24	....	24	
	Tp. of Pilkington . " 1	14	22	69	106	27	133	248	105	142	....	1	.....	.....	25	....	25	
	do .. " 2	12	26	73	112	28	140	249	111	137	....	1	.....	.....	25	.....	25	1,663
	do .. " 3	39 — 13	86 — 38	216 — 74	129	22	151	250	125	121	....	4	.....	.....	25	...	25	
	Tp. of Puslinch ... " 1	33	47	42	122	27	149	250	122	178	....	....	.....	.....	25	.....	25	
	do .... " 2	30	51	101	182	61	243	249	182	67	....	....	.....	....	50	....	50	
	do .... " 3	30	41	121	195	35	230	249	192	53	3	1	.....	.....	24	.....	24	3,614
	do .... " 4	21	5	65	91	44	135	250	91	159	..	....	.....	.....	25	.....	25	
	do .... " 5	147 — 33	192 — 48	382 — 53	134	53	187	254	134	116	..	..	.....	...	25	.....	25	
	Tp. of Eramosa.... " 1	4	60	61	127	34	161	249	125	122	2	....	.....	...	50	1	49	
	do .... " 2	15	76	65	156	24	180	250	156	94	....	..	.....	.....	25	.....	25	
	do .... " 3	3	75	81	160	13	173	250	159	90	1	....	.....	.....	25	.....	25	3,116
	do .... " 4	11	28	82	122	19	141	250	121	127	1	1	.....	....	25	.....	25	

	do .... " 5	36— 3	304— 65	366— 77	145	23	168	249	145	103	....	1	.....	.....	25	.....	25	
	Totals.....	407	1,945	2,341 1,945	4,719	1,498	6,217	9,758	4,694	5,074	23	19	....	....	946	16	930	21,394
	Majority for Mutrie ..	.....	.....	396														

			Richardson.	Moyes.														
York E. R..	Markham Vil.... .No. 1		66	62	..	.....	156	200	128	72	...	...	.....	....	10	.....	10	1,'00
	do ..... " 2		106— 40	99— 37	206	44	94	200	77	121	....	2	.....	...	16	1	15	
	Markham Tp ..... " 1		68	56	....	....	154	300	128	172	4	....	.....	.....	20	.....	20	
	do ..... " 2		43	33	.....	..	197	299	76	223	..	....	.....	.....	29	1	28	
	do ..... " 3		49	59	.....	.....	139	300	111	189	3	....	.. ...	.....	19	....	19	
	do ..... " 4		60	90	.....	.....	194	299	151	148	1	.. ..	.....	.....	31	.....	31	
	do ..... " 5		110	81	.....	....	225	300	192	108	1	....	.....	....	30	...	30	5,681
	do ..... " 6		66	49	..	.. ...	170	300	115	185	....	....	.....	.....	40	.....	40	
	do ..... " 7		96	36	....	....	173	200	138	62	5	1	....	....	13	.....	13	
	do ..... " 8		121	46	.....	.....	220	298	169	129	2	....	.....	....	16	1	15	
	do ... .. " 9		90	43	.....		167	300	134	166	1	..		....	30	....	30	
	do ..... " 10		778— 75	523— 30	1,319	463	143	300	106	194	....	1	.....	....	30	.....	30	
	Stouffville Vil. (part) " 1		96 — 96	28— 28	126	36	162	200	126	74	...	2	...	.....	20	.....	20	371
	Richmond Hill.... " 1		70— 70	85— 85	155	48	204	298	158	142	....	1	.....	.....	30	.....	30	743
	East Toronto Vil.. " 1		30	63	.....	...	173	300	93	207	....	....	...	.....	20	.....	20	
	do " 2		82— 52	135— 72	217	157	261	300	124	176	....	.	.....	.....	30	.....	30	1,975
	Scarboro' Tp..... " 1		78	69	.....	.. ...	221	299	147	152	....	...	.....	.....	30	... ..	30	
	do ..... " 2		88	62	... .	.....	201	299	151	148	.	1		.....	14	.....	14	
	do ..... " 3		83	84	.... .	.....	207	298	170	128	1	2	.....	.....	30	.....	30	
	do ..... " 4		43	48	.....	. ....	133	299	91	208	..	...	.....	.....	30	1	29	4,028
	do ..... " 5		63	43	.....	.....	167	300	107	193	....	1	.....	.....	30	1	29	
	do ..... " 6		113	32	.....	.....	202	300	147	153	2	....	.....	.....	30	...	30	
	do ..... " 7		555— 87	379— 41	942	354	167	300	130	170	....	2	.....	....	30	.....	30	
	York Tp (part)... " 1		76	79	.....	....	277	299	157	142	2	....	.....	.....	30	3	27	
	do .... " 2		49	111	.....	.....	297	299	164	135	4	....	.....	.....	14	4	10	
	do ... " 3		93	66	.....	.....	250	299	159	140	1	3	... ..	.....	30	3	27	
	do .... " 4		42	51	.....	.....	155	300	94	206	1	....	... ..	.....	10	.....	10	4,429
	do .... " 5		37	34	.....	.....	102	300	71	229	..	....	.....	.. .	40	.....	40	
	do ... " 6		50	43	.....	.....	161	295	93	205	....		.. ..	.....	14	3	11	
	do ... " 7		401— 57	419— 35	839	452	149	299	94	205	1	2	.....	.....	19	.....	19	
	Totals.....		2,091 1,668	1,668	3,804	1,554	5,461	8,583	3,801	4,782	29	18	.....	.....	735	18	717	18,327
	Majority for Richardson		423															

RETURN from the Records of the General Election to the Legislative Assembly in 1897, etc.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled for each.		Voters in each Sub-Division.			Ballot Papers sent out, and how Disposed of in each Sub-Division.							Tendered Ballot Papers sent out and how Disposed of in each Sub-Division.			Population in each Constituency, as shown by last Census.
				Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
		Hill.	St. John.														
York, W R.	Tn. Toronto Junction—																
	a Ward 1..... 1	16	44	61	9	67	125	61	64	....	1	.....	.....	20	1	19	
	b do 2	44	47	92	16	107	175	93	82	1	1	.....	.....	19	.....	19	
	c Ward 2..... 1	45	62	108	20	126	200	110	90	1	2	.....	.....	20	.....	20	
	d do 2	31	55	87	21	106	169	87	82	1	...	.....	.....	20	...	20	
	e Ward 3..... 1	42	44	86	25	108	199	87	112	....	1	.....	.....	20	.....	20	
	f do 2	59	73	132	41	173	299	134	165	....	2	.....	.....	30	.....	30	4,518
	Ward 4..... 1	69	69	138	59	197	350	139	211	....	1	.....	.....	30	.....	30	
	g do 2	57	46	104	35	137	249	103	146	....	....	.....	.....	19	1	18	
	h Ward 5..... 1	60	61	121	29	149	249	125	125	....	4	.....	....	20	.....	20	
	i do 2	22	18	40	5	42	100	42	58	....	2	.....	.....	10	.....	10	
	j do 3	482— 37	573— 54	92	27	116	225	91	134	....	....	.....	.....	20	1	19	
	Vil. Woodbridge..No. 1	52— 52	94— 94	146	24	170	273	146	127	....	....	.....	.....	30	.....	30	762
	Weston..... " 1	42	50	93	21	113	200	92	108	....	....	.....	.....	20	1	19	1,194
	do ..... " 2	113— 71	103— 53	125	23	147	250	124	126	....	....	.....	.....	20	1	19	
	Vaughan Tp ..... " 1	76	57	133	30	165	248	135	113	....	2	.....	.....	30	.....	30	
	do ..... " 2	76	26	102	41	143	250	102	148	....	...	.....	.....	20	.....	20	
	do ..... " 3	105	46	151	39	190	299	151	148	....	...	.....	.....	30	.....	30	
	do ..... " 4	108	89	197	45	242	398	197	201	....	....	.....	.....	40	.....	40	
	do ..... " 5	61	101	165	37	199	299	164	135	....	2	.....	.....	30	3	27	5,292
	do .... " 6	57	70	127	26	153	250	127	123	....	....	.....	.....	20	.....	20	
	do ..... " 7	91	36	127	23	150	249	127	122	....	..	.....	.....	20	.....	20	
	do ..... " 8	667— 93	473— 48	142	50	191	300	142	158	....	1	.....	.....	30	1	29	
	York Tp. (part)... " 8	113	67	183	68	248	349	182	167	1	1	.....	.....	40	2	38	
	do .. " 9	109	135	257	45	291	399	248	151	2	2	.....	.....	50	11	39	
	k do .. " 10	41	42	83	32	114	199	83	116	....	....	.....	.....	20	.....	20	
	do .. " 11	50	55	105	29	134	225	105	120	....	.	.....	.....	20	2	18	3,928
	do .. " 12	44	32	76	15	91	174	78	96	....	2	.....	.....	20	.....	20	
	do .. " 13	40	35	75	3	78	150	75	75	....	....	.....	.....	20	1	19	
	do .. " 14	47	95	142	45	187	300	142	158	....	....	.....	.....	30	4	26	

	l do .. " 15		61		46	107	32	138	250	108	142	1	....	.....	.....	39	1	38	
	do .. " 16	557— 52		555— 48		101	20	121	200	102	98	1	1	.....	.....	20	.....	20	
	Vil. North Toronto " 1		42		40	82	14	96	176	82	94	....	....	.....	.....	20	1	19	
	do " 2		47		44	91	21	112	199	91	158	....	....	.....	.....	20	3	17	1,612
	do " 3	151— 62		171— 87		150	38	188	297	150	147	1	....	.....	.....	30	.....	30	
	m Tp. Etobicoke .. " 1		97		85	185	35	218	349	187	162	3	2	.....	.....	30	1	29	
	do .... " 2		61		79	141	29	170	174	141	33	1	....	.....	.....	20	2	18	
	do .... " 3		43		123	166	21	187	300	166	134	....	....	.....	.....	30	.....	30	
	n do .... " 4		91		80	171	20	190	275	171	104	...	....	.....	.....	30	.....	30	4,557
	do .... " 5		63		63	126	8	134	249	126	123	....	....	.....	.....	20	. ....	20	
	do .... " 6	443— 88		461— 31		119	16	135	250	119	131	....	....	.....	.....	20	.....	20	
	Totals.....		2,465		2,430	4,945	1,137	6,923	9,871	4,935	4,936	13	27	.....	.....	997	37	960	21,863
			2,430																
	Majority for Hill ...		35																
			Davis.		Wayling.														
York, N. R.	Tp. King—																		
	Eversley ..... No. 1		71		58	129	56	185	195	129	66		1	.....	.....	24	4	20	
	Davis' Corner ... " 2		68		28	98	205	303	297	98	199	2	....	.....	.....	24	4	20	
	King Horn ... " 3		183		53	236	73	309	297	236	61	...	....	.....	.....	25	.. ..	25	
	Kettleby ..... " 4		112		59	171	40	211	200	171	29	....	....	.....	.....	24	.....	24	
	King Creek..... " 5		67		41	112	37	149	147	108	32	4	2	.....	.....	5	1	4	
	Schomberg ..... " 6		75		56	133	67	200	195	133	62	2	....	.....	.....	.....	.....	.....	6,067
	Nobleton ... " 7		73		77	150	36	186	199	152	47	....	2	.....	.....	24	2	22	
	Lloydtown ..... " 8		50		38	88	45	133	144	88	60	....	....	.....	.....	22	.....	22	
	Glenville..... " 9		28		39	67	122	189	198	67	131	....	....	.....	....	21	. ...	19	
	Barry's Shop .... " 10	759— 32		470— 21		54	15	69	100	54	45	1	1	.....	.....	24	.....	24	
	Tp. Whitchurch—																		
	White Rose..... " 1		72		78	150	84	234	250	150	100	....	....	... ..	.....	20	2	18	
	Lemonville ..... " 2		86		37	124	81	205	200	124	76	1	....	.....	.....	23	.....	23	
	Bloomington .... " 3		83		29	112	53	165	200	112	78	....	....	.....	.....	22	.....	22	
	Bogart Town.... " 4		63		65	128	49	177	198	130	68	....	2	.....	.....	.....	.....	....	4,019
	Pine Orchard.... " 5		76		45	121	45	166	198	121	77	....	....	.....	.....	23	.....	23	
	Vivian ..... " 6	429— 49		340— 86		135	38	173	200	135	55	....	....	.....	.....	23	.....	23	
	Tp. E. Gwillimbury—																		
	Murray's Shop .. " 1		65		73	138	24	162	150	138	12	....	....	.....	... ..	20	.....	20	
	Sharon ..... " 2		70		48	118	23	141	149	118	31	....	....	.....	.....	23	.....	23	
	Queensville .... " 3		85		51	136	41	177	200	136	64	....	....	.....	...	24	3	21	
	Eastville Holt... " 4		61		63	124	34	158	149	125	24	....	1	.....	.....	24	2	22	3,844
	Mt. Albert..... " 5		67		89	156	46	202	198	156	42	....	....	.....	.....	24	... ..	24	
	N. Manner's hse. " 6	404— 56		398— 74		130	60	190	199	130	69	....	...	.....	.. ...	23	.....	23	
	Tp. N. Gwillimbury—																		
	Keswick ..... " 1		53		67	120	91	211	197	120	77	....	....	.....	. ..	24	.....	24	
	Belhaven..... .. " 2		74		47	121	77	198	199	121	78	....	....	.....	..	24	.....	24	1,990
	Sch. house 7..... " 3	183— 56		163— 49		105	83	188	199	105	94	....	....	.....	.....	24	.....	24	

a 2 outside votes *b* 1 outside vote. *c* 2 outside votes. *d* 2 outside votes. *e* 3 outside votes. *f* 2 outside votes. *g* 1 outside vote. *h* 1 outside vote.
i 3 outside votes. *j* 2 outside votes. *k* 1 outside vote. *l* 1 outside vote. *m* 2 outside votes. *n* 1 outside vote.

RETURN from the Records of the General Election to the Legislative Assembly in 1898, etc.—*Continued.*

Electoral District.	Names and Number of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled for each.		Voters in each Sub-Division.			Ballot Papers sent out, and how disposed of in each Sub-Division.							Tendered Ballot Papers sent out and how disposed of in each Sub-Division.			Population in each Constituency, as shown by last Census.
				Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
		Davis.	Wayling.														
York, N. R. —*Con*	Tp. Georgina—																
	Virginia ..... No. 1	41	27	68	39	107	97	68	29	...	....	.....	.....	24	....	24	1,990
	Peffer'aw..... " 2	52	38	90	49	139	136	90	46	...	....	.....	.....	24	....	24	
	Eldora ..... " 3	5	65	72	21	93	100	74	27	2	...	.....	....	24	.....	24	
	Egypt..... .... " 4	166— 68	172— 42	110	36	146	150	110	40	....	....	.....	.....	24	....	24	
	Town Newmarket—																
	St. George's Ward....	67	74	142	40	182	197	141	45	1	....	.....	.....	.....	.....	.....	2,143
	St. Andrew's "	74	67	143	57	200	197	141	53	2	1	.....	.....	24	.. ..	24	
	St. Patr ck's "	228 87	196— 55	143	41	184	199	142	55	1	1	..	.....	24	.....	24	
	Town Aurora—																
	North Ward...	62	58	120	23	143	147	120	27	....	....	.....	.....	22	.....	22	1,743
	South "	64	66	130	34	164	146	130	13	....	3	....	....	24	.....	24	
	Centre "	181— 55	163— 39	96	48	144	150	96	53	2	1	.....	...	23	.....	23	
	Stouffville—																
	North Side.....No. 2	97— 97	34— 34	131	71	202	184	131	53	...	....	...	.....	24	.....	24	777
	Vil. Holland Landing ..	40— 40	65— 65	105	41	146	148	105	42	...	1	....	.. ..	24	.....	24	443
	Vil. Sutton	56— 56	73— 73	130	95	225	249	130	119	1	...	.....	.....	24	.....	24	686
	Totals.....	2,543 2,074	2,074	4,636	2,120	6,756	6,962	4,634	*2,289	19	16	.....	.....	798	19	779	23,702
	Majority for Davis....	469															

*Some of the Deputies did not count the rejected and spoiled ballots as used, which accounts for the discrepancy of 4.

SUMMARY OF RECAPITULATION OF VOTES POLLED IN GENERAL ELECTION, 1ST MARCH, 1898.

Electoral District.	Municipalities.	Candidates.		Remarks.
		Reid.	Wartman.	
Addington	Camden Tp	600	561	
	Newburg Vil	96	57	
	Sheffield Tp	235	275	
	Denbigh, etc	67	64	
	Kaladar, etc	111	134	
	Barrie Tp	42	53	
	Clarendon and Miller	57	11	
	Palmerston, etc	50	125	
	Olden	135	81	
	Kennebec	206	43	
	Hinchinbrooke	152	112	
	Oso	150	84	
		1,901	1,660	Majority for Reid, 301.
		Farwell.	Fell.	
Algoma, E		2,833	2,558	Maj. for Farwell, 275.
		Chadwick.	Conmee.	
Algoma, W		1,432	1,723	Maj. for Conmee, 291.
		Burt.	Fisher.	
Brant, N. R.	Brantford Tp	333	264	
	Dumfries S	429	260	
	Onondaga	143	197	
	Paris, Town	262	344	
		1,167	1,065	Maj. for Burt, 102.
		Elliott.	Hardy.	
Brant, S. R.	Brantford, City	1,709	1,875	
	Brantford, Tp	229	407	
	Burtord, Tp	520	623	
	Oakland	53	133	
		2,511	3,038	Maj. for Hardy, 527.
		Culbert.	Graham.	
Brockville	Brockville, City	890	1,008	
	Elizabethtown	605	529	
	Athens, Vil	95	133	
	Rear Yonge & Escott	165	164	
	Front Yonge & Escott	289	398	
		2,044	2,232	Maj. for Graham, 188.

SUMMARY OF RECAPITULATION, ETC —*Continued.*

Electoral District.	Municipalities.	Candidates.		Remarks.
		Malcolm.	Macdonald.	
Bruce, C. R	Huron, Tp	308	468	
	Kincardine, Town	313	146	
	Kincardine, Tp	252	362	
	Greenock, Tp	288	203	
	Paisley, Vil	158	61	
	Elderslie, Tp	301	311	
	Chesley, Vil	230	65	
		1,850	1,616	Maj. for Malcolm, 234.
Bruce, S. R		Truax elected by acclamation.		
		Bowman.	Jermyn.	
Bruce, N. R	Tiverton, Vil	45	40	
	Bruce, Tp	453	221	
	Saugeen	261	97	
	Port Elgin, Vil	214	94	
	Wiarton, Town	183	265	
	Albermarle, Tp	161	186	
	Eastnor, Tp	158	244	
	Lindsay & St. Edmunds	137	121	
	Southampton, Vil	266	54	
	Arran, Tp	210	390	
	Tara, Vil	77	74	
	Amabel, Tp	299	413	
		2,464	2,199	Maj. for Bowman, 265.
		Kidd.	Buckham.	
Carleton	Nepean	316	316	
	Goulbourn	341	69	
	March	85	26	
	Huntley	269	94	
	Torbolton	58	127	
	Fitzroy	174	194	
	Richmond	74	23	
	North Gower	242	94	
	Marlborough	181	51	
		1,740	994	Maj. for Kidd, 746.
		Barr.	Dynes.	
Dufferin	Orangeville	352	212	
	Garafraxa, E	259	191	
	Mono	416	345	
	Mulmur	478	359	
	Melancthon	372	385	
	Amaranth	362	259	
	Luther, East	229	274	
	Shelburne, Vil	192	66	
		2,660	2,091	Maj. for Barr, 569.

SUMMARY OF RECAPITULATION, ETC.—*Continued.*

Electoral District.	Municipalities.	Candidates.		Remarks.
		Lawson.	Whitney.	
Dundas	Morrisburg	227	163	
	Iroquois	154	118	
	Winchester, W	87	107	
	Chesterville	117	64	
	Matilda	406	625	
	Williamsburg	546	432	
	Winchester	379	404	
	Mountain	312	441	
		2,228	2,354	Maj. for Whitney, 126.
		Mitchell.	Reid, W. H.	
Durham, W	Bowmanville	334	344	
	Darlington	714	404	
	Cartwright	124	387	
	Clarke	458	597	
	Newcastle	76	93	
		1,706	1,825	Maj. for Reid, 119.
		Fallis.	Grandy.	
Durham, E	Port Hope	446	507	
	Hope, Tp	326	541	
	Cavan	417	291	
	Millbrook	148	72	
	Manvers	612	232	
		1,949	1,643	Maj. for Fallis, 306.
		Brower.	McIntyre.	
Elgin, E. R	Yarmouth	676	741	
	Dorchester, S	195	190	
	Malahide	500	495	
	Bayham	496	387	
	Aylmer	237	260	
	Vienna	48	59	
	Springfield	48	52	
	Port Stanley	67	54	
		2,267	2,238	Maj. for Brower, 29.
		Macdiarmid.	Macnish.	
Elgin, W. R	Aldborough	740	649	
	Dunwich	384	614	
	Dutton	99	87	
	Southwold	578	641	
	St. Thomas, City	1,390	1,109	
		3,101	3,100	Maj. for Macdiarmid, 1.

SUMMARY OF RECAPITULATION, ETC.—*Continued.*

Electoral District.	Municipalities.	Candidates.			Remarks.
		McKee.	Martin.	Wintemute.	
Essex, N. R.....	Windsor, City	990	20	1,013	
	Walkerville	71	2	134	
	Sandwich, Town	188	3	76	
	Belle River.....	79	2	18	
	Sandwich, W.....	277	12	176	
	Sandwich, E	345	14	219	
	Sandwich, S.	185	6	136	
	Maidstone	201	9	392	
	Rochester.....	229	5	185	
	Anderdon.....	118	6	239	
		2,683	79	2,588	Maj. for McKee, 95.
		Auld.	Killachey.		
Essex, S. R	Essex Centre	164	132		
	Amherstburg	260	140		
	Colchester, S.....	351	253		
	Colchester, N.....	177	183		
	Gosfield, S	262	202		
	Gosfield, N.....	224	204		
	Malden.....	186	166		
	Leamington.....	253	231		
	Pelee Island	100	56		
	Kingsville	119	146		
	Mersea.....	521	397		
	Tilbury, W.....	227	246		
	Tilbury, N	294	105		
		3,138	2,461		Maj. for Auld, 677.
		Gallagher.	Haycock.		
Frontenac.....	Kingston, Tp	347	398		
	Portland	439	172		
	Longhborough.....	268	192		
	Wolfe Island	170	170		
	Pittsburgh	209	272		
	Storrington.....	224	275		
	Bedford	183	148		
	Howe Island	29	40		
	Garden Island.....	67	.....		
		1,936	1,667		Maj. for Gallagher, 269.
		McDonald.	Macpherson.	McRae.	
Glengarry	Charlottenburgh, Tp ..	615	336	135	
	Lancaster, " ..	298	245	196	
	Lochiel	372	194	216	
	Kenyon	383	431	61	
	Maxville, Vill	58	71	9	
	Lancaster, "	37	86	4	
	Alexandria, "	142	76	58	
		1,905	1,439	679	Maj. for Macdonald, 466

SUMMARY OF RECAPITULATION, ETC.—*Continued.*

Electoral District.	Municipalities.	Candidates.			Remarks.
		Buchanan.	Joynt.		
Grenville	Edwardsburgh	401	431		
	Cardinal	78	142		
	South Gower	83	94		
	Orford	212	432		
	Wolford	84	276		
	Merrickville	89	93		
	Kemptville	94	158		
	Augusta	404	514		
	Prescott, Town	305	221		
		1,750	2,361		Maj. for Joynt, 611.
		Boland.	Davis.	Lucas.	
Grey, C. R.	Artemesia	309	47	483	
	Collingwood, Town	315	22	406	
	Euphrasia	226	64	525	
	Holland	297	14	450	
	Markdale, Vill	42	2	120	
	Osprey, Tp	173	98	372	
	Sullivan	297	18	360	
	Thornbury, Town	63	2	97	
		1,722	267	2,813	Maj. for Lucas, 1,091.
		Boyd.	Cleland.		
Grey, N. R.	Owen Sound	962	743		
	Sydenham	351	488		
	Derby	236	248		
	Meaford	185	214		
	St. Vincent, Tp	331	410		
	Sarawak	195	124		
	Keppel	447	343		
		2,707	2,570		Maj. for Boyd, 137.
		Jamieson.	Morgan.	McNicol.	
Grey, S. R.	Bentinck, Tp	455	399	226	
	Egremont	309	234	280	
	Glenelg	353	210	84	
	Normanby	527	413	85	
	Proton	334	335	96	
	Durham	194	64	7	
	Dundalk	77	62	6	
		2,249	1,717	784	Maj. for Jamieson, 532.
		Holmes.	Taylor.		
Haldimand	Caledonia	82	116		
	Cayuga	123	52		
	Hagerville	77	140		
	Cayuga, Tp. N	262	179		
	Cayuga, S	71	126		
	Dunn	55	168		
	Oneida	213	177		
	Rainham	238	182		
	Seneca	242	234		
	Walpole	594	481		
		1,957	1,855		Maj. for Holmes, 102.

SUMMARY OF RECAPITULATION, ETC.—*Continued.*

Electoral District.	Municipality.	Candidates.		Remarks.
		Barber.	Kerns.	
Halton	Esquesing, Tp.	538	470	
	Georgetown	235	91	
	Acton	134	164	
	Nassagaweya	344	255	
	Trafalgar	509	489	
	Oakville	167	200	
	Burlington	104	154	
	Nelson	344	454	
	Milton	156	131	
		2,531	3,408	Maj. for Barber, 123.
		Colquhoun.	Gibson.	
Hamilton, W.		2,752	2,744	Maj. for Colquhoun, 278.
		Carscallen.	Middleton.	
Hamilton, E.		3,247	2,367	Maj. for Carscallen, 880.
		Morrison.	Bleecker.	
Hastings, W. R.	Belleville, City	983	898	
	Trenton, Town	505	302	
	Sidney, Tp.	497	584	
		1,985	1,784	Maj. for Morrison, 201.
		Allen.	Lott.	
Hastings, N. R.	Stirling, Tp.	81	131	
	Rawdon	441	402	
	Huntingdon	338	223	
	Marmora and Lake	300	257	
	Madoc, Vil.	61	79	
	Madoc, Tp.	489	179	
	Elziver and Grimsthorpe	173	98	
	Tudor and Cashel	96	62	
	Limerick	42	72	
	Faraday	93	110	
	Dungannon	74	75	
	Mayo	54	50	
	Carlow	36	80	
	Monteagle and Herschel	79	272	
	Bangor, Machar and Wicklow	17	32	
		2,374	2,122	Maj. for Allen, 252.

SUMMARY OF RECAPITULATION ETC.—*Continued.*

Electoral District.	Municipality.	Candidates.		Remarks.
		Russell.	Stokes.	
Hastings, E. R.....	Thurlow, Tp.....	601	503	
	Tyendinaga	504	481	
	Deseronto, Town	372	273	
	Hungerford, Tp.....	479	463	
	Tweed, Vil.....	55	163	
		2,011	1,883	Maj. for Russell, 128.
		Hislop.	Moore.	
Huron, E. R.....	Grey, Tp.....	534	326	
	Morris, Tp.....	369	342	
	Hullett, Tp.....	261	143	
	Howick, Tp	419	522	
	McKillop	353	212	
	Turnberry	261	233	
	Brussells, Vil.....	147	111	
	Wroxeter.....	73	30	
		2,417	1,919	Maj. for Hislop, 498.
		Eilber.	McLean.	
Huron, S. R.....	Seaforth.....	181	338	
	Goderich, Tp. (pt.).....	199	89	
	Tuckersmith	190	494	
	Exeter	266	155	
	Usborne.....	365	267	
	Stephen	727	352	
	Hensall	105	98	
	Bayfield	78	63	
	Stanley	291	310	
	Hay	373	450	
		2,775	2,616	Maj. for Eilber, 159.
		Beck.	Garrow.	
Huron, W. R.	Clinton, Town	267	278	
	Ashfield, Tp	384	446	
	Colborne	275	237	
	Goderich, Town	439	421	
	Goderich, Tp. (part)....	227	104	
	Hullett, Tp. (part).....	90	134	
	Blyth, Vil.....	87	103	
	Wingham, Town.....	236	224	
	Wawanosh East, Tp...	194	255	
	Wawanosh W.	265	262	
		2,464	2,464	
	Returning Officer.....	.....	1	
			2,465	Maj. for Garrow, 1.

SUMMARY OF RECAPITULATION, ETC —*Continued.*

Electoral District.	Municipality.	Candidates.			Remarks.
		Hall.	Pardo.		
Kent, W. R	Chatham, City.....	1,121	927		
	Chatham, Tp.....	653	613		
	Dover, Tp.....	499	457		
	Raleigh, Tp	449	634		
	Tilbury E. Tp.....	254	405		
	Tilbury, Vil.....	72	126		
	Romnay, Tp.....	163	256		
	Wallaceburg, Town....	195	271		
		3,406	3,689		Maj. for Pardo, 283.
		Ferguson.	Mason.		
Kent, E. R.....	Harwich, Tp	593	595		
	Blenheim.....	194	167		
	Howard	406	327		
	Ridgetown	245	211		
	Orford	504	253		
	Zone.....	154	123		
	Bothwell	97	88		
	Thamesville	145	62		
	Camden	347	294		
	Dresden	184	197		
		2,869	2,317		Maj. for Ferguson, 552.
		Harty.	Smythe.		
Kingston	Kingston, City	2,013	1,777		
	Portsmouth	112	58		
		2,125	1,835		Maj. for Harty, 290.
		McCallum.	McLeury.	Pettypiece.	
Lambton, E. R.....	Bosanquet, Tp	320	8	301	
	Brooke, Tp	384	14	394	
	Euphemia, Tp	251	8	245	
	Plympton, Tp	413	12	449	
	Warwick, Tp.....	406	22	364	
	Alvinston, Vil	64	1	127	
	Thedford, Vil	75	1	65	
	Watford, Vil.....	129	16	97	
	Wyoming, Vil	44	22	108	
	Arkona, Vil	44	.. ..	54	
	Forest, Vil.....	191	12	157	
		2,321	116	2,361	Maj. for Pettypiece, 40.

SUMMARY OF RECAPITULATION, ETC.—*Continued.*

Electoral District.	Municipalities.	Candidates.		Remarks.
		Gurd.	Pardee.	
Lambton, W. R	Sarnia, Town.....	443	880	
	Petrolia, Town	566	423	
	Oil Springs, Vil	91	103	
	Point Edward, Vil ...	80	109	
	Sarnia, Tp	220	236	
	Sombra, Tp	401	439	
	Enniskillen, Tp	528	495	
	Dawn, Tp	323	318	
	Moore, Tp	448	597	
		3,100	3,600	Maj. for Pardee, 500.
		Clark.	Matheson.	
Lanark, S. R.....	Perth, Town	210	451	
	Drummond, Tp.....	126	239	
	Bathurst,....	180	301	
	Burgess, North	79	70	
	Elmsley, North.....	64	123	
	Beckwith...	152	182	
	Sherbrooke, South	30	154	
	Smith's Falls, Town ...	395	432	
	Montague, Tp	162	243	
		1,398	2,195	Maj. for Matheson, 797.
		Caldwell.	Preston.	
Lanark, N. R	Almonte, Town	257	344	
	Ramsay, Tp	267	281	
	Packenham, Tp.....	173	251	
	Carleton Place, Town..	283	646	
	Dalhousie and Sherbooke, N	322	75	
	Lanark, Tp.....	318	100	
	Darling, Tp	126	32	
	Lavant.....	79	27	
	Lanark, Vil	164	52	
		1,989	1,808	Maj. for Caldwell, 181.
		Beatty.	Webster.	
Leeds.....	Gananoque, Town	382	314	
	Front Leeds and Lansdowne	357	287	
	Rear Leeds and Lansdowne.....	322	161	
	Crosby, S	205	180	
	Newboro'.....	49	35	
	Crosby, North	153	228	
	Elmsley, South.....	75	78	
	Kitley	294	150	
	Bastard and Burgess, S.	363	309	
		2,200	1,742	Maj. for Beatty, 458.

SUMMARY OF RECAPITULATION, ETC.—*Continued.*

Electoral District.	Municipalities.	Candidates.		Remarks.
		Aylsworth.	Meacham.	
Lennox	Adolphustown	82	67	
	Amherst Island	128	94	
	Bath	76	36	
	Ernestown	435	427	
	Fredericksburgh, S	106	172	
	Fredericksburgh, N	203	203	
	Napanee, Town	355	312	
	Richmond	292	323	
		1,677	1,634	Maj. for Aylsworth, 46.
		Doran.	Jessop.	
Lincoln	Niagara, Town	129	106	
	Niagara, Tp	220	224	
	Grantham, Tp	175	309	
	Merriton, Vil	148	205	
	Port Dalhousie, Vil	115	116	
	Louth, Tp	173	241	
	Clinton, Tp	230	240	
	Beamsville, Vil	100	77	
	Grimsby, Vil	124	117	
	Grimsby, Tp., N	127	144	
	Grimsby, Tp., S	218	125	
	St. Catharines, City	862	1,070	
		2,621	2,974	Maj. for Jessop, 353.
		Ashplant.	Beck.	Gould.	Leys.	
London, City	London, City	126	3,693	57	3,994	Maj. for Leys, 301.
		Ross.	Campbell.	
Middlesex, W. R	Caradoc, Tp	589	460	
	Ekfrid, Tp	424	351	
	Metcalfe	207	258	
	Moso	326	280	
	Delaware, Tp	201	213	
	Strathroy, Town	338	340	
	Glencoe	84	123	
	Newburg, Vil	51	50	
	Wardsville	42	36	
		2,262	2,111	Maj for Ross, 151.
		McWilliams.	Hodgins.	
Middlesex, E. R	Dorchester, Tp., N	390	440	
	Westminster, Tp	738	414	
	London, Tp	743	1,018	
	Nissouri, W	335	400	
	London, W	162	191	
		2,368	2,463	Maj. for Hodgins, 95.

SUMMARY OF RECAPITULATION, ETC.—*Continued*

Electoral District.	Municipalities.	Candidates.		Remarks.
		Hodgins.	Taylor.	
Middlesex, N. R....	McGillivray, Tp	426	402	
	Williams, E	163	279	
	Williams, W	166	237	
	Adelaide	291	316	
	Lobo	275	476	
	Biddulph	446	186	
	Lucan, Vil	142	36	
	Ailsa Craig, Vil.	66	101	
	Parkhill, Vil	128	162	
		2,103	2,195	Maj. for Taylor, 92.
		Harcourt.	Galbraith.	
Monck	Caistor, Tp.....	269	170	
	Canborough, Tp	139	118	
	Dunnville, Vil	159	311	
	Gainsborough, Tp.... .	415	224	
	Moulton, Tp	186	250	
	Pelham, Tp	458	184	
	Wainfleet, Tp	334	333	
	Sherbrooke, Tp.....	25	67	
		1,985	1,657	Maj. for Harcourt, 328.
		Bridgland.	Langford.	
Muskoka	Brunel, Tp	68	75	
	Bracebridge, Town	225	259	
	Cardwell, Tp.....	50	33	
	Chaffey	105	103	
	Draper.....	120	122	
	Gravenhurst, Town ...	104	100	
	Huntsville, Vil.....	234	147	
	Medora and Wood, Tps.	95	68	
	Morrison, Tp.....	94	107	
	Monck, Tp.....	114	62	
	Muskoka, Tp.....	66	85	
	Macaulay, Tp	75	114	
	McLean, Tp	50	75	
	Oakley, Tp.....	43	45	
	Port Carling, Vil	23	38	
	Ryde, Tp.....	16	35	
	Ridout, Tp.....	23	34	
	Stisted, Tp.....	54	61	
	Stephenson, Tp.....	121	118	
	Watt, Tp	115	86	
	Baxter, Tp.....	52	20	
	Gibson, Tp.....	4	21	
	Franklin, Tp	36	14	
	Sinclair, Tp	51	42	
		1,938	1,864	Maj. for Bridgland, 74.
		Loughrin.	Lamarch.	
Nipissing	.....	1,590	1,529	Maj. for Loughrin, 61.

SUMMARY OF RECAPITULATION, ETC.—*Continued.*

Electoral District.	Municipalities.	Candidates.		Remarks.
		Buck.	Charlton.	
Norfolk, S. R	Charlotteville, Tp.....	430	455	
	Houghton	234	248	
	Walsingham, N.....	300	228	
	Walsingham, C	268	253	
	Woodhouse.....	255	338	
	Port Dover.....	122	128	
	Port Rowan	80	73	
		1,689	1,723	Maj. for Charlton, 34
		Carpenter.	Robertson.	
Norfolk, N. R.....	Delhi, Vil.....	69	112	
	Simcoe, Town	269	310	
	Windham, Tp.....	479	486	
	Townsend, Tp	652	341	
	Middleton Tp	245	312	
	Waterford, Vil.....	171	74	
		1,885	1,635	Maj. for Carpenter, 250.
		Douglas.	Willoughby.	
Northumberland, E. R.	Colborne, Vil.....	133	133	
	Cramahe, Tp.....	358	400	
	Campbellford, Vil	250	226	
	Brighton, Vil	153	187	
	Brighton, Tp.....	411	375	
	Hastings, Vil.....	101	65	
	Murray, Tp.....	395	366	
	Percy, Tp	507	318	
	Seymour, Tp	506	332	
		2,814	2,402	Maj. for Douglas, 412.
		Clarke.	Mulholland.	
Northumberland, W. R.	Alnwick	111	140	
	Cobourg, Town.....	472	352	
	Haldimand, Tp.....	571	508	
	Hamilton, Tp.....	500	520	
		1,654	1,520	Maj. for Clarke, 134.
		Chapple.	Hoyle.	
Ontario, N. R	Uxbridge, Tp.....	368	324	
	Uxbridge, Town	187	189	
	Scott, Tp.....	277	311	
	Brock, Tp	232	592	
	Cannington	88	151	
	Thorah.....	137	233	
	Beaverton	74	102	
	Mara	398	299	
	Rama	134	125	
		1,895	2,326	Maj. for Hoyle, 431.

SUMMARY OF RECAPITULATION, ETC.—*Continued.*

Electoral District.	Municipalities.	Candidates.		Remarks.
		Calder.	Dryden.	
Ontario, S. R	Oshawa, Town	493	430	
	Whitby, Town	304	222	
	Victoria, Tp	625	752	
	Whitby, Tp	288	280	
	Whitby, Tp, E	295	370	
	Reach Tp	516	418	
	Scugog, Tp	73	66	
	Port Perry, Vil.....	187	147	
		2,781	2,685	Maj. for Calder, 96.
		Lumsden.	O'Keefe.	Powell.	Slattery.	
Ottawa	Ottawa, City	4,541	4,297	4,578	3,837	
	Hintonburg	199	193	133	96	
	Nepean	53	49	37	31	
		4,793	4,539	4,548	3,964	Maj. for Lumsden, 145. " Powell, 9.
		Kauffmann.	Montague.	Pattullo.		
Oxford, N. R.....	Woodstock, Town	401	300	1,036		
	Blandford, Tp.....	136	28	195		
	Blenheim, Tp	219	133	634		
	Nissouri, Tp., E.....	247	72	296		
	Zorra, Tp., E.....	430	39	315		
	Zorra, Tp., W	345	15	282		
	Embro, Vil.....	37	17	80		
		1,815	604	2,838		Maj. for Pattullo, 1,023.
		Chambers.	McKay.			
Oxford, S. R	Ingersoll, Town	281	628			
	Oxford, Tp., W.....	110	265			
	Oxford, Tp., E	155	184			
	Oxford, Tp., N	93	146			
	Dereham	383	324			
	Tilsonburg, Town.....	257	196			
	Norwich, Vil.....	107	133			
	Norwich, Tp, N	88	220			
	Norwich, Tp., S	195	247			
		1,669	2,243			Maj. for McKay, 674.
		Brown.	Magwood.			
Perth, N. R.....	Stratford, City	1,143	1,046			
	Easthope, Tp., N.....	451	101			
	Ellice	368	401			
	Elma	465	550			
	Wallace	280	412			

SUMMARY OF RECAPITULATION, ETC.—*Continued.*

Electoral District.	Municipalities.	Candidates.			Remarks.
		Brown.	Magwood.		
Perth, N. R.—*Con* .	Morningt n	346	386		
	Listowell, Town.	270	264		
	Milverton, Vil.....	73	76		
		3,396	3,236		Maj for Brown, 160.
		Frame.	Monteith.	Moscrip.	
Perth, S. R	St. Mary's, Town	5	329	389	
	Blanshard, Tp.....	9	409	280	
	Downie, Tp.....	30	302	403	
	Fullarton, Tp	12	326	214	
	Hibbert	6	234	334	
	Mitchell, Town	6	233	202	
	Logan	14	416	248	
	Easthope, Tp., S	6	104	287	
		88	2,353	2,357	Maj. for Moscrip, 4.
		Beatty.	Edgar.		
Parry Sound	.....	2,332	1,227		Maj. for Beatty, 1,105.
		Smith.	Beynon.		
Peel	Brampton, Town.....	308	333		
	Chinguacousy, Tp	634	439		
	Caledon, Tp	577	466		
	Toronto, Tp	617	629		
	Toronto Gore, Tp.....	173	95		
	Streetsville.....	34	89		
		2,343	2,051		Maj. for Smith, 292.
		Garvin.	Stratton.		
Peterboro', W. R...	Monaghan, Tp., S	101	164		
	Monaghan, Tp., N	130	114		
	Smith, Tp	217	455		
	Lakefield, Vil	119	144		
	Ennismore, Tp , N	48	155		
	Harvey	60	231		
	Galway	13	149		
	Cavendish	1	34		
	Peterborough, Town...	1,054	1,296		
		1 743	2,742		Maj. for Stratton, 999.
		Blezard.	Ford.		
Peterboro', E. R....	Burleigh & Anstruther, Tp	85	52		
	Chandos	122	39		
	Belmont & Methuen...	132	267		
	Havelock.....	49	99		

SUMMARY OF RECAPITULATION, ETC —*Continued*

Electoral District.	Municipalities.	Candidates.			Remarks.
		Blezard.	Ford.		
Peterboro', E. R..*Con*	Asphodel	257	184		
	Dummer	211	226		
	Otonabee	506	290		
	Douro	195	109		
	Norwood	89	117		
	Ashburnham	125	172		
		1,771	1,555		Maj. for Blezard, 216.
		Cavan.	Dempsey.	Sprague.	
Prince Edward	Wellington, Vill	64	83	.....	
	Ameliasburgh, Tp	276	424	.....	
	Hillier, "	191	232	1	
	Sophiasburg, "	309	200	.....	
	Hallowell, "	416	382	2	
	Athol, "	139	192	.....	
	Marysburgh, North	194	138	.....	
	Marysburgh, South	151	229	1	
	Picton, Town	290	507	4	
		2,030	2,387	8	
		Barr.	White.		
Renfrew, N. R.	Algona, Tp., S	129	33		
	Alice and Fraser	174	199		
	Bromley	314	143		
	Head, Clara and Maria	53	50		
	Pembroke, Town	430	492		
	Pembroke, Tp	45	90		
	Rolph & Buchanan, Tp.	98	102		
	Ross	239	303		
	Stafford	76	180		
	Westmeath	296	382		
	Wilberforce and North Algona	254	245		
	Petawawa	60	102		
		2,168	2,321		Maj for White, 153
		Bonfield.	Campbell.	Dempsey.	
Renfrew, S. R.	Admaston, Tp	130	219	73	
	Arnprior, Town	97	393	191	
	Bagot, N	9	120	139	
	Brudenell, N	95	125	15	
	Brougham	17	70	16	
	Egansville, Vill	58	82	26	
	Halton, N. Tp	141	100	50	
	Gratton, N	10	63	28	
	Haggarty, N	250	212	36	
	Horton	8	161	76	
	McNab	64	398	159	
	Radcliffe	18	175	8	
	Renfrew, Vill.	74	258	155	
	Sebastopol	43	79	6	
		1,014	2,455	978	Maj for Campbell, 1,411

SUMMARY OF RECAPITULATION, ETC.—*Continued.*

Electoral District.	Municipalities.	Candidates.			Remarks.
		Guibord.	Marien.		
Russell	Osgoode, Tp.	471	400		
	Gloucester, "	495	539		
	Cumberland, Tp	245	287		
	Russell "	282	334		
	Cambridge, "	320	112		
	Rockland, Vill	217	72		
	Capelman, "	35	28		
	Clarence, Tp.	673	190		
		2,738	1,962		Maj. for Guibord, 776.
		Harvey.	Miscampbell.		
Simcoe, E. R.	Orillia, Town	482	414		
	Penetanguishene, Town	276	130		
	Midland, "	204	278		
	Medonte, Tp	284	292		
	Oro, "	542	442		
	Tay, "	372	601		
	Matchedash, Tp	24	73		
	Orillia, "	340	363		
		2,524	2,593		Maj. for Miscampbell, 69.
		Currie.	Duff.		
Simcoe, W. R	Alliston, Vill	80	120		
	Collingwood, Town	323	485		
	Creemore, Vill	80	54		
	Stayner, "	147	66		
	Essa, Tp.	265	513		
	Nottawasaga, Tp	568	512		
	Tosorontio, Tp	117	265		
		1,580	2,015		Maj. for Duff, 435.
		Davidson.	Thompson.	Bain.	
Simcoe, C. R	Barrie, Town	484	581	19	
	Vespra, Tp.	254	181	150	
	Floss, "	323	355	195	
	Tiny, "	461	402	63	
	Sunnidale, Tp	182	242	142	
		1,704	1,761	569	Maj. for Thompson, 57.
		Bennett.	Mulhern.	McLaughlin.	
Stormont	Cornwall, Town	163	593	433	
	Cornwall, Tp	212	369	464	
	Osnabruck, "	131	468	475	
	Roxborough, "	284	200	453	
	Finch, "	65	313	300	
		855	1,943	2,125	Maj. for McLaughlin, 179.

SUMMARY OF RECAPITULATION, ETC.—*Continued.*

Electoral District.	Municipalities.	Candidates.		Remarks.
		Foy.	Rogers.	
Toronto, S. R.....	Toronto, South.....	4,464	4,059	Maj. for Foy, 405.
		Dewart.	Marter.	
Toronto, N. R.....	Toronto, North.....	3,479	3,513	Maj. for Marter, 34.
		Crawford.	Spence.	
Toronto, W. R	Toronto, West	3,968	2,938	Maj. for Crawford, 760.
		Caldwell.	Pyne.	
Toronto, E. R.....	Toronto, East	1,475	3,103	Maj. for Pyne, 1,628.
		Fox.	McKay.	
Victoria, W. R.....	Lindsay, Town	815	582	
	Ops, Tp.....	414	284	
	Mariposa, Tp.....	493	568	
	Eldon, Tp	310	423	
	Carden, Tp	55	103	
	Dalton, Tp.....	55	39	
	Woodville, Vil	21	94	
		2,163	2,093	Majority for Fox, 70.
		Carnegie.	Austin.	
Victoria, E. R.....	Omemee, Vil	117	10	
	Emily, Tp.....	323	204	
	Verulam. Tp	273	217	
	Bobcaygeon, Vil.....	129	62	
	Fenelon, Tp	294	265	
	Fenelon Falls, Vil	126	148	
	Bexley, Tp.....	133	73	
	Laxton, Tp.....	100	44	
	Digby.....	20	20	
	Somerville	237	222	
	Monmouth	56	47	
	Cardiff	45	59	
	Lutterworth	47	53	
	Anson & Hinden	34	11	
	Snowden	34	105	
	Minden.	87	121	
	Glamorgan	35	65	
	Stanhope.....	88	52	
	Dysart	111	73	
		2,289	1,851	Maj. for Carnegie, 438.

SUMMARY OF RECAPITULATION, ETC.—*Continued.*

Electoral District.	Municipalities.	Candidates.		Remarks.
		Clemens.	Lackner.	
Waterloo, N. R....	Elmira, Vil.....	113	125	
	Waterloo, Tp.....	424	267	
	Wellesley, Tp.	533	506	
	Woolwich, Tp.....	601	278	
	Berlin, Town.....	694	1,109	
	Waterloo, Town.....	271	416	
		2,636	2,701	Maj. for Lackner, 65.
		Kribs.	Phin.	
Waterloo, S. R	Wilmot, Tp	458	527	
	New Hamburgh, Vil...	187	94	
	Ayr, Vil	64	150	
	Preston.	376	64	
	Hespeler	346	117	
	Dumfries, Tp. N.....	149	406	
	Waterloo, Tp.....	295	349	
	Galt, Town.....	657	716	
		2,532	2,423	Maj. for Kribs, 109.
		German.	Pew.	
Welland.....	Bertie, Tp.....	407	256	
	Bridgeburg, Vil.....	97	138	
	Chippewa, Vil	47	76	
	Crowland, Tp.	158	111	
	Fort Erie, Vil.....	89	29	
	Humberstone, Tp.....	335	280	
	Niagara Falls, Town...	501	418	
	Niagara, Vil.....	124	140	
	Port Colborne.	140	121	
	Stamford, Tp	263	193	
	Thorold, Town	217	224	
	Thorold, Tp.	283	252	
	Welland, Town...	330	114	
	Willoughby, Tp.	134	92	
		3,125	2,444	Maj. for German, 681.
		Pirie.	Wardell.	
Wentworth, N. R...	Dundas, Town.....	192	462	
	Beverley, Tp	598	399	
	Flamborough, W., Tp..	313	370	
	Flamborough, E	223	366	
	Waterdown, Vil.	41	103	
		1,367	1,700	Maj. for Wardell, 333.
		Dickenson.	Evans.	
Wentworth, South..	Ancaster, Tp.....	653	327	
	Binbrook.....	180	189	
	Barton	299	288	
	Glanford	224	192	
	Saltfleet	293	479	
		1,649	1,475	Maj. for Dickenson, 174.

SUMMARY OF RECAPITULATION, ETC.—*Continued.*

Electoral District.	Municipalities.	Candidates.			Remarks.
		Scott.	Tucker.		
Wellington, W. R...	Harriston, Town.....	187	118		
	Clifford, Vil.	81	50		
	Minto, Tp..	355	358		
	Palmerston, Town.	138	208		
	Maryboro', Tp.....	321	460		
	Pee', Tp.	359	519		
	Arthur, Vil	125	120		
	Drayton.....	117	79		
		1,683	1,912		Maj. for Tucker, 229.
		Coughlin.	Craig.	Park.	
Wellington, E. R ...	Arthur, Tp.....	257	75	303	
	Luther W., Tp	55	49	255	
	Garafraxa W., Tp	147	189	292	
	Nichol, Tp	190	151	79	
	Erin Tp	191	423	267	
	Erin, Vil.....	54	57	1	
	Mount Forest, Town ..	166	176	58	
	Fergus, Vil.....	106	181	27	
	Elora, Vil	75	175	6	
		1,241	1,476	1,288	Maj. for Craig, 188.
		Anderson.	Hortop.	Mutrie.	
Wellington, S. R ...	Guelph, City	125	1,150	1,088	
	Guelph, Tp	60	213	289	
	Pilkington, Tp	39	86	216	
	Puslinch, Tp	147	192	382	
	Eramosa, Tp	36	304	366	
		407	1,945	2,341	Maj. for Mutrie, 396.
		Richardson.	Moyes.		
York, E. R..... ..	Markham, Vil	106	99		
	Markham, Tp	778	523		
	Stouffville, Vil. (part)..	96	28		
	Richmond Hill, Vil....	70	85		
	Toronto, East, Vil.....	82	135		
	Scarboro', Tp	555	379		
	York, Tp. (part).....	404	419		
		2,091	1,668		Maj. for Richardson, 423.
		Hill.	St. John.		
York, W. R	Toronto Junction, Town	482	573		
	Woodbridge, Vil.....	52	94		
	Weston, Vil.....	113	103		
	Vaughan, Tp....	667	473		
	York, Tp. (part)	557	555		
	North Toronto, Vil	151	171		
	Etobicoke, Tp.....	443	461		
		2,465	2,430		Maj. for Hill, 35.

SUMMARY OF RECAPITULATION, ETC.—*Concluded.*

Electoral District.	Municipalities.	Candidates.		Remarks.
		Davis.	Wayling.	
York, N. R	King, Tp	759	470	
	Whitchurch, Tp	429	340	
	Gwillimbury E., Tp ...	404	398	
	Gwillimbury W., Tp...	183	163	
	Georgina, Tp	166	172	
	Newmarket, Town	228	196	
	Aurora, Town	181	163	
	Stouffville, Vil. (part)..	97	34	
	Holland Landing, Vil..	40	65	
	Sutton, Vil	56	73	
		2,543	2,074	Maj. for Davis, 469.

RETURN

From the record of the several elections of the Legislative Assembly in the Electoral Divisions of East Wellington, South Ontario, Lennox, Halton, West Huron, East Northumberland, Nipissing, North Hastings, and West Elgin, since the General Election of March 1st, 1898, shewing :—(1) The number of Votes polled for each Candidate in the Electoral District in which there was a contest. (2) The majority whereby each successful Candidate was returned. (3) The total number of Votes polled in each District. (4) The number of Votes remaining unpolled. (5) The number of names on the Voters' Lists in each District. (6) The population of each District as shewn by the last census.

CHARLES CLARKE,
Clerk of the Legislative Assembly.

LEGISLATIVE ASSEMBLY,
TORONTO, 1st February, 1899.

RETURN from the record of the several Elections of the Legislative Assembly in the Electoral Divisions of East Wellington, South Ontario, Lennox, Halton, West Huron, East Northumberland, Nipissing, North Hastings, and West Elgin, since the General Election in March 1st, 1898, shewing:—(1) The number of Votes polled for each Candidate in the Elec oral District in which there was a contest. (2) The majority whereby each successful Candidate was returned. (3) The total number of Votes polled in each District. (4) The number of Votes remaining unpolled. (5) The number of names on the Voters' Lists in each District. (6) The population of each District as shewn by the last census.

Constituency.	—	Candidate.	—
Bruce, South	Acclamation	Reuben E. Truax	22nd February, 1898.
Prescott	Acclamation	A. F. E. Evanturel	22nd February, 1898.

Electoral District.	Names and numbers of polling sub divisions.	Names of candidates and number of votes polled for each.		Voters in each sub-division.			Ballot papers sent out, and how disposed of in each sub-division.							Tendered ballot papers sent out and how disposed of in each sub-division.			
				Total number of votes polled.	Number of votes remaining unpolled.	Number of names on voters' lists.	Number of ballot papers sent out to each sub-division.	Used ballot papers.	Unused ballot papers.	Rejected ballot papers.	Spoiled ballot papers.	Ballot papers given to voters who afterwards declined to vote.	Ballot papers taken from polling places.	Number of tendered ballots sent out to each subdivision.	Used.	Unused.	
OCTOBER 27th, 1898.		Coughlin.	Gibson, J. M.														
Wellington, East	Arthur Tp ..... No. 1	63	46	109	42	151	148	109	38	1	....	.....	....	20	....	20	
	do ..... " 2	71	67	138	35	173	199	138	61	....	....	.....	.....	10	....	10	
	do ..... " 3	41	47	88	45	133	123	88	34	1	....	....	....	10	1	9	3,224
	do ..... " 4	47	61	108	36	144	160	108	49	1	2	....	....	10	....	10	
	do ..... " 5	282— 60	263 — 42	102	51	153	150	102	46	..	2	....	....	10	....	10	
	Luther, West .... " 1	31	28	59	42	101	122	59	63	....		.....	....	20	....	20	
	do .... " 2	24	42	66	34	100	99	66	33	....		.....		7	1	6	
	do .... " 3	46	50	96	29	125	150	96	54	....	..	.....	....	10	.....	10	2,222

do ... " 4		36	42	78	28	106	97	78	19	....	.. .	....	9	.....	9			
do .... " 5	164— 27	214— 52	79	40	119	125	79	46	....	....	....	10	1	9			
Garafraxa, West.. " 1		42	57	99	33	132	150	99	51	....	....	....	10	2	8			
do .. " 2		38	33	71	54	125	150	71	79	....	....	....	20	.....	20			
do . " 3		54	33	87	66	153	149	87	62	....	....	....	10	.....	10			
do .. " 4		24	37	61	46	107	118	61	56	....	1	....	5	1	4			3,043
do . " 5		36	71	107	52	159	175	107	67	....	1	....	9	....	9			
do .. " 6	262— 68	273 — 42	110	61	171	174	110	64	....	....	....	11	.....	11				
Erin Tp ..... " 1		105	134	76	210	214	154	75	5	....	....	10	.....	10				
do ..... " 2		36	98	134	24	158	150	134	16	..	....	10	.....	10				
do ..... " 3		58	88	146	35	181	175	146	28	1	....	8	1	7				4,048
do ..... " 4		29	87	116	52	168	149	116	33	...	....	10	.....	10				
do .... " 5		32	56	88	71	159	149	88	60	....	1	....	10	.....	10			
do ..... " 6	234— 50	562—128	178	61	239	223	178	45	...	..	... ..	10	.....	10				
Nichol Tp ..... " 1		75	48	123	39	162	195	123	70	1	1	... ..	10	1	9			
do ..... " 2		38	53	91	24	115	121	91	30	...	...	....	11	.....	11			2,056
do ..... " 3		55	41	96	27	123	150	96	54	...	...	....	10	.....	10			
do ..... " 4	208 —40	176 — 34	74	52	126	151	74	76	....	1	....	10	.....	10				
Mount Forest, Town—																		
North Ward ...		56	54	110	85	195	142	110	31	....	1	....	10	.....	10			
South " ...		42	78	120	81	201	199	120	78	1	....	....	10	.....	10			2,214
East "		33	46	79	67	146	125	79	46	....	.....	....	10	.....	10			
West "	174— 43	235— 57	100	77	177	197	100	96	....	1	....	10	.....	10				
Fergus, Village... No. 1		83	146	48	194	169	146	22	. ..	1	....	20	1	19				1,598
do .... " 2	140 — 77	158— 75	152	61	213	168	152	14	2	....	....	10	.....	10				
Elora, Village .... " 1		81	135	31	166	175	135	35	....	5	....	10	1	9				1,304
do .... " 2	92 38	175— 94	132	19	151	150	132	18	....	....	....	10	.....	10				
Erin, Village ..... " 1	55— 55	63 — 63	118	20	138	124	118	6	....	....	....	.....	.....	.....				794
Totals.....	1,611	2,119	3,730	1,624	5,354	5,415	3,730	1,655	13	17	.. ..	370	10	360				20,303
		1,611																
Majority for Gibson....	....	508																

November 1st, 1898.		John Dryden.	Charles Calder.														
Ontario, South	Pickering Tp.....No. 1	67	53	120	10	130	150	120	30	.....	....	25	.....	25			
do ..... " 2	59	32	91	17	108	128	91	37	1	2	....	15	.....	15			
do ..... " 3	63	39	102	25	127	147	102	45	....	1	....	20	.....	20			
do . ... " 4	78	51	129	28	157	177	129	48	7	1	....	25	.....	25			
do ..... " 5	66	57	123	34	157	177	123	54	2	....	....	25	.....	25			
do ..... " 6	43	64	107	6	113	133	107	26	....	....	....	15	.....	15			5,998
do ..... " 7	41	70	111	10	121	141	111	30	1	....	....	20	.....	20			
do ..... " 8	56	51	107	8	115	135	107	28	....	....	....	15	.....	15			
do ..... " 9	No returns.	No returns.															
do .... " 10	46	63	109	11	120	140	109	31		2	....	20	3	17			
do ..... " 11	99	61	160	17	177	197	160	37	4	....	.....	30	...	30			
do ..... " 12	703 — 85	584— 43	128	12	140	160	128	32	.... ..		.....	25	.....	25			

RETURN from the records of the Elections to the Legislative Assembly, after the General Elections in 1898.—*Continued.*

Electoral District.	Names and numbers of polling sub-divisions.	Names of candidates and number of votes polled for each.		Voters in each sub-division.			Ballot papers sent out and how disposed of in each sub-division.							Tendered Ballot Papers sent out and how disposed of in each Sub-Division.			Population in each Constituency, as shown by last Census.
				Total number of votes polled.	Number of votes remaining unpolled.	Number of names on the voters' lists.	Number of ballot papers sent out to each sub-division.	Used ballot papers.	Unused ballot papers.	Rejected ballot papers.	Spoiled ballot papers.	Ballot papers given to voters who afterwards declined to vote.	Ballot papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
NOVEMBER 1ST, 1898.		John Dryden.	Charles Calder.														
Ontario, S.	Reach Tp.....No. 1	70	53	123	18	141	161	123	38	1	1			25	.....	25	
Con ...	do ..... " 2	55	79	134	9	143	163	134	29	.....	.....	.....	.....	25	..	25	
	do ..... " 3	29	58	87	10	97	120	87	33	.....	1	.....	.....	15	.....	15	
	do ..... " 4	88	65	153	15	168	183	153	30	3	1	.....	.....	25	..	25	4,19
	do ..... " 5	74	56	130	20	150	172	130	42	.....	.....	.....	.....	25	..	25	
	do ..... " 6	No returns.	No returns.														
	do ..... " 7	11	51	62	6	68	88	62	26	3	.....	.....	.....	15	.....	15	
	do ..... " 8	399— 72	421— 59	131	11	142	162	131	31	.....	.....	.....	.....	25	.....	25	
	E. Whitby Tp....No. 1	90	25	115	22	137	157	115	42	.....	.....	.....	.....	25	.....	25	
	do .... " 2	78	47	125	26	151	171	125	46	.....	1	.....	.....	25	.....	25	
	do .... " 3	112	41	153	17	170	190	153	37	1	1	.....	.....	25	.....	25	3,080
	do .... " 4	69	83	152	15	167	187	152	35	2	.....	.....	.....	15	.....	15	
	do .... " 5	391— 42	267 71	113	6	119	139	113	26	.....	.....	.....	.....	20	.....	20	
	Whitby Tp.....No. 1	81	62	143	22	165	185	143	42	.....	.....	.....	.....	25	.....	25	
	do ..... " 2	84	62	146	13	159	179	146	33	2	.....	.....	.....	25	.....	25	2,551
	do ..... " 3	75	78	153	10	163	183	153	30	.....	.....	.....	.....	24	.....	24	
	do ..... " 4	313— 73	281— 79	152	13	165	185	152	33	2	.....	.....	.....	26	.....	26	
	Oshawa Town....No. 1	125	116	241	53	294	324	241	83	.....	.....	.....	.....	30	.....	30	
	do .... " 2	103	117	220	58	278	308	220	88	3	.....	.....	.....	30	.....	30	4,066
	do .... " 3	56	95	181	37	218	248	181	67	.....	.....	.....	.....	30	.....	30	
	do .... " 4	449— 135	418 90	225	48	273	303	225	78	1	2	.....	.....	30	2	28	
	Whitby Town....No. 1	59	52	111	28	139	169	111	58	.....	1	.....	.....	25	.....	25	
	do .... " 2	39	69	108	32	140	170	108	62	..	1	.....	.....	25	....	25	
	do .... " 3	34	43	77	56	133	163	77	86	1	.....	.....	.....	25	.....	25	2,786
	do .... " 4	52	61	113	34	147	136	113	23	.....	.....	.....	.....	20	.....	20	
	do .... " 5	206— 22	296— 71	93	22	115	145	93	52	.....	.....	.....	.....	25	.....	25	

	Port Perry Vil...No. 1	55	60	115	12	127	147	115	32	1	...	.....	.....	25	.....	25	1,698
	do . . " 2	50	72	122	20	142	162	122	40	....	...	.....	.....	25	.....	25	
	do ... " 3	152— 47	188— 56	103	19	122	142	103	39	. .	....	.....	.....	25	.....	25	
	Scugog Tp. .....No. 1	69— 69	71— 71	140	19	159	179	140	39	1	....	.....	.....	26	.....	26	662
	Totals..	2,682 2,526	2,526	.....	... ..	.....	.....	.....	.....	....	....	...	.... .	.....	. ....	.....	25,031
	Majority for Dryden	156															
NOVEMBER 11TH & 18TH, 1898.		Aylsworth.	Meacham.														
Lennox	Adolphustown . . No. 1	67	62	129	15	144	162	129	33	....	....	.....	.....	29	.....	29	720
	do .... " 2	89— 22	75— 13	36	9	44	80	35	44	1	....	.....	.... .	20	.....	20	
	Amherst Island.... " 1	122—122	93— 93	216	57	273	327	216	110	1	....	.....	.....	29	.....	29	938
	Bath Village ..... " 1	74— 74	35— 35	110	32	142	164	110	53	1	.	....	.....	21	....	21	530
	Ernestown ..... " 1	52	50	107	22	129	181	107	69	5	....	.....	.....	29	....	29	
	do ..... " 2	99	85	185	38	223	250	185	64	1	....	.....	.....	30	.....	30	
	do ..... " 3	47	68	117	15	132	159	117	40	2	...	.....	.....	29	... .	29	
	do ..... " 4	67	55	122	16	138	170	122	48	....	....	.....	.....	25	.....	25	3,597
	do ..... " 5	108	104	216	24	240	269	216	49	4	....	.....	.....	30	1	29	
	do ..... " 6	446— 73	439— 77	152	34	186	220	152	66	2	....	.....	.....	31	.....	31	
	S. Fredericksburgh. " 1	53	95	148	26	174	195	148	47	....	....	.....	.....	30	. .	30	
	do " 2	112— 59	161— 66	125	27	152	171	125	44	2	....	.....	.	29	1	28	1,125
	N. Fredericksburgh " 1	58	54	112	26	138	169	112	57	....	....	..	.....	30	.....	30	
	do " 2	90	72	162	24	186	209	162	47	....	....	.....	.....	30	.....	30	
	do " 3	216— 68	178— 52	120	48	168	198	120	78	....	....	.....	.....	30	1	29	1,659
	Napanee Town—																
	West Ward..... " 1	52	63	115	49	164	259	115	144	.. .	....	....	.....	29	...	29	
	do ..... " 2	70	64	135	39	174	258	135	122	1	...	.....	....	28	1	27	
	Centre Ward .... " 1	75	58	133	112	245	309	133	176	....	....	.....	.....	31	2	29	3,433
	do .... " 2	69	47	116	58	174	286	116	170	....	....	.... .	.....	30	.....	30	
	East Ward..... " 1	344— 78	284— 52	131	73	204	230	131	98	1	....	. .	.....	29	1	28	
	Richmond ..... " 1	88	100	191	51	242	274	191	80	3	....	....	.....	29	1	28	
	do ..... " 2	98	76	176	68	204	285	176	107	2	....	.....	.. ..	29	....	29	
	do ..... " 3	45	60	107	19	126	144	107	35	2	..	.....	.....	31	.....	31	2,898
	do ..... " 4	295— 64	325— 89	155	38	193	223	155	66	2	....	....	....	26	.....	26	
	Totals.....	1,698 1,590	1,590	3,316	920	4,195	5,192	3,315	1,847	30	....	.....	....	684	8	676	14,900
	Majority for Aylward.	108															

RETURN from the records of the Elections to the Legislative Assembly, after the General Elections in 1898.—*Continued.*

Electoral District.	Names and numbers of polling sub-divisions.	Names of candidates and number of votes polled for each.		Voters in each sub-division.			Ballot papers sent out, and how disposed of in each sub-division.							Tendered ballot papers sent out and how disposed of in each sub-division.			Population in each constituency, as shewn by last census.
				Total number of votes polled.	Number of votes remaining unpolled.	Number of names on the voters' lists.	Number of ballot papers sent out to each sub-division.	Used ballot papers.	Unused ballot papers.	Rejected ballot papers.	Spoiled ballot papers.	Ballot papers given to voters who afterwards declined to vote.	Ballot papers taken from polling places.	Number of tendered ballots sent out to each sub-division.	Used.	Unused.	
DECEMBER 8TH, 1898.		Barber.	Kerns.														
Halton	Esquesing No. 1	89	68	157	25	182	192	157	35	..	..	..	..	20	..	20	
	do " 2	91	117	208	37	245	255	208	43	3	1	..	..	20	..	20	
	do " 3	82	91	173	14	187	197	173	24	..	..	..	..	20	..	20	
	do " 4	103	35	138	17	155	165	138	26	1	..	..	..	20	..	20	4,435
	do " 5	74	78	152	28	180	190	152	36	1	1	..	..	20	..	20	
	do " 6	525—86	499 110	196	24	220	230	196	34	..	..	..	..	20	..	20	
	Georgetown " 1	125	46	171	16	187	199	171	25	1	..	..	..	20	..	20	
	do " 2	249 124	85 39	163	15	188	198	163	34	..	1	..	..	20	..	20	1,5 9
	Acton " 1	66	86	152	22	174	184	152	26	1	5	..	..	20	..	20	
	do " 2	164— 98	169 83	181	27	208	217	181	36	..	..	..	..	20	..	20	1,209
	Nassagaweya " 1	107	103	210	42	252	261	210	48	1	2	..	..	20	..	20	
	do " 2	114	101	215	26	241	251	215	36	..	..	..	..	20	..	20	2,809
	do " 3	345—124	251— 47	171	42	213	223	171	51	..	1	..	..	20	..	20	
	Trafalgar " 1	86	97	183	21	204	214	183	30	1	..	..	..	20	..	20	
	do " 2	62	127	189	33	222	232	189	42	1	..	..	..	20	..	20	
	do " 3	104	77	181	42	223	233	181	52	..	..	..	..	20	..	20	
	do " 4	77	67	144	31	175	184	144	40	..	..	..	..	20	..	20	4,153
	do " 5	64	68	132	33	155	165	132	33	..	..	..	..	20	1	19	
	do " 6	520—127	494— 58	185	33	218	228	185	41	2	..	..	..	20	..	20	
	Oakville " 1	37	58	95	25	120	130	95	30	2	3	..	..	20	..	20	
	do " 2	56	45	101	38	139	150	101	36	12	1	..	..	20	..	20	1,823
	do " 3	166 73	175 72	145	27	172	182	145	37	..	..	..	..	20	..	20	
	Nelson " 1	59	62	121	28	149	159	121	38	..	..	..	..	20	..	20	
	do " 2	64	80	144	33	177	187	144	42	1	..	..	..	20	4	16	
	do " 3	78	65	143	22	165	175	143	32	..	..	..	..	20	..	20	3,269
	do " 4	55	68	123	15	138	148	123	24	..	1	..	..	19	..	19	
	do " 5	37	37	74	16	90	100	74	26	..	..	..	..	20	..	20	
	do " 6	383 40	428 116	156	36	192	201	156	45	..	..	..	..	20	..	20	

	Burlington ..... " 1		57		77	134	38	172	182	134	48	....	2	.....	.....	20	.....	20	1,325
	do ..... " 2	109	52	156	79	131	45	176	186	131	53	....	2	.....	.....	20	.....	20	
	Milton ..... N. Ward		50		44	94	16	110	120	94	25	....	1	.....	.....	20	.....	20	1,450
	do .....C. "		21		44	65	21	86	97	65	31	1	.....	.....	.....	20	.....	20	
	do .....S. "	138	67	131	43	110	23	133	143	110	31	...	2	.....	.....	20	.....	20	
	Totals		2,549		2,388	4,937	911	5,848	6,176	4,937	1,190	28	21	.....	....	659	5	654	21,982
	Majority for Barber..		161																
DECEMBER 8TH, 1898.		Joseph Beck.		J. T. Garrow.															
West Huron	Ashfield Tp .....No. 1		79		49	129	46	175	200	129	70	1	....	.....	.....	21	.....	21	
	do ..... " 2		103		64	167	10	180	276	168	105	1	2	.....	.....	21	.....	21	
	do ..... " 3		65		59	124	31	155	200	104	76	....	....	.....	.....	21	.....	21	
	do ..... " 4		62		34	96	36	135	200	96	104	....	....	.....	.....	21	.....	21	4,010
	do ..... " 5		28		93	121	39	150	200	121	78	....	1	.....	.....	22	.....	22	
	do ..... " 6		23		82	105	25	135	200	105	95	....	....	.....	.....	21	.....	21	
	do ..... " 7	393	33	464	83	116	19	135	200	116	84	..	....	.....	.....	22	.....	22	
	Colborne Tp..... " 1		69		84	153	37	190	225	153	72	....	....	.....	.....	21	.....	21	
	do ..... " 2		58		30	88	12	100	200	88	112	....	....	.....	.....	22	.....	22	
	do ..... " 3		98		65	164	44	208	225	164	61	1	....	.....	.....	21	.....	21	2,215
	do ..... " 4	265	40	226	47	87	30	117	200	87	112	1	....	.....	.....	21	.....	21	
	Hullett Tp (part).. " 5		38		32	70	16	86	200	70	130	....	....	.....	.....	21	.....	21	
	do .. " 6		32		61	93	27	120	200	93	107	....	....	.....	.....	22	.....	22	1,350
	do .. " 7	96	26	150	57	83	28	111	200	83	117	....	....	.....	.....	22	.....	22	
	Goderich Tp (p't).. " 1		94		33	127	33	160	200	127	72	....	1	.....	.....	21	.....	21	
	do .. " 2		70		24	95	16	111	200	95	105	1	....	.....	.....	21	.....	21	1,000
	do .. " 5	232	68	102	45	113	26	139	200	113	87	....	....	.....	.....	22	.....	22	
	Wawanosh, East.. " 1		53		61	114	36	150	200	115	84	1	....	.....	.....	21	.....	21	
	do .. " 2		73		72	145	30	175	225	145	80	....	....	.....	.....	22	.....	22	
	do .. " 3		41		70	111	4	115	200	111	89	....	....	.....	.....	21	.....	21	2,078
	do .. " 4	198	31	252	49	80	37	117	200	80	126	....	....	.....	.....	21	.....	21	
	Blyth, Vil..... " 1		46		65	111	14	125	200	111	89	....	....	.....	.....	22	.....	22	
	do ..... " 2	96	50	112	47	97	15	112	200	97	102	1	....	.....	.....	21	.....	21	927
	Wawanosh, West.. " 1		71		60	131	59	190	200	131	69	....	....	.....	.....	21	.....	21	
	do .. " 2		63		43	106	74	180	200	106	94	....	....	.....	.....	21	1	20	
	do .. " 3		65		29	94	56	150	200	94	106	....	....	.....	.....	21	.....	21	2,337
	do .. " 4		42		75	117	69	186	200	107	83	....	....	.....	.....	22	.....	22	
	do .. " 5	267	26	270	63	89	66	155	200	89	111	....	....	.....	.....	21	.....	21	
	Goderich, Town .. " 1		72		52	124	24	148	228	124	102	....	1	.....	.....	21	.....	21	
	do .. " 2		58		64	122	57	170	226	122	102	2	....	.....	.....	22	.....	22	
	do .. " 3		55		68	123	47	170	228	125	103	1	....	.....	.....	21	.....	21	
	do .. " 4		43		66	109	37	146	229	109	120	....	....	.....	.....	21	.....	21	3,839
	do .. " 5		40		54	94	30	134	228	94	133	....	....	.....	.....	21	.....	21	
	do .. " 6		56		65	121	58	179	229	121	107	....	1	.....	.....	21	.....	21	
	do .. " 7	356	32	422	53	85	38	118	228	85	142	....	....	.....	.....	21	.....	21	

RETURN from the Records of the Elections to the Legislative Assembly, after the General Elections in 1898.—*Continued.*

Electoral District.	Names and numbers of polling sub-divisions.	Names of candidates and number of votes polled for each.		Voters in each sub-division.			Ballot papers sent out, and how disposed of in each sub-division.							Tendered ballot papers sent out and how disposed of in each sub-division.			Population in each constituency, as shewn by last census.
				Total number of votes polled.	Number of votes remaining unpolled.	Number of names on the voters' lists.	Number of ballot papers sent out to each sub-division.	Used ballot papers.	Unused ballot papers.	Rejected ballot papers.	Spoiled ballot papers.	Ballot papers given to voters who afterwards declined to vote.	Ballot papers taken from polling places.	Number of tendered ballots sent out to each sub-division.	Used.	Unused.	
DECEMBER 8TH, 1898.		Joseph Beck.	J. T. Garrow.														
West Huron	Clinton, Town .... No. 1	35	33	68	16	84	228	68	158	1	....	.....	.....	21	.....	21	
	do .... " 2	28	36	64	11	75	129	64	65	....	....	.....	.....	21	.....	21	
	do .... " 3	34	57	91	12	103	228	91	137	....	....	.....	.....	21	.....	21	
	do .... " 4	44	42	86	18	104	228	86	141	1	....	.....	.....	22	.....	22	2,635
	do .... " 5	32	39	71	11	82	228	71	155	1	....	.....	.....	21	....	21	
	do .... " 6	31	31	62	14	76	229	62	167	....	....	.....	.....	21	.....	21	
	do .... " 7	28	23	51	7	58	228	51	176	....	1	.....	.....	22	.....	22	
	do .... " 8	273 - 41	295 - 34	75	19	94	225	75	149	....	1	.....	.....	21	....	21	
	Wingham, Town . " 1	59	43	102	58	160	200	102	98	....	....	.....	.....	21	....	21	
	do .. " 2	50	47	97	52	149	200	97	103	....	....	....	.....	21	.....	21	2,167
	do .. " 3	79	43	112	43	155	200	112	75	....	....	....	.....	21	.....	21	
	do .. " 4	281 - 93	209 - 76	169	84	253	328	169	159	....	....	....	.....	21	.....	21	
	Totals.....	2,457	2,502 2,457	4,959	1,306	6,265	10,000	4,595	5,016	17	8	.....	.....	1,000	1	999	22,558
	Majority for Garrow....	....	45														
DECEMBER 14th, 1898.		John H. Douglas.	Wm. A. Willoughby.														
East Northumberland	Colborne Village No. 1	86	98	187	33	220	274	188	86	....	3	1	.....	20	.....	20	1,068
	do .. " 2	121 - 35	136 - 38	74	11	85	200	74	126	1	....	....	.....	20	.....	20	
	Cramhae .... " 1	40	64	105	21	126	175	105	70	1	....	....	.....	19	.....	19	
	do ... . " 2	47	77	125	16	141	175	125	50	....	1	....	.....	20	.....	20	

do	" 3	64	82	147	14	161	225	147	78	1	....	....	....	20	.....	20	2,995
do	" 4	93	69	162	37	199	225	162	63	....	....	.....	.....	20	.....	20	
do	" 5	372—128	351— 59	190	20	210	275	190	85	3	....	....	.....	20	.....	20	
Percy	" 1	136	47	183	13	196	200	183	17	....	....	.....	.....	20	.....	20	
do	" 2	133	87	221	28	249	250	221	29	1	....	.....	.....	20	.....	20	3,388
do	" 3	84	89	175	25	200	225	175	50	1	1	.....	.....	20	.....	20	
do	" 4	44	11	55	34	89	100	55	45	....	....	.....	.....	20	.....	20	
do	" 5	482— 85	278— 44	129	29	158	175	129	46	....	....	.....	.....	20	1	19	
Hastings, Vil	" 1	98	22	121	44	165	174	121	53	1	....	.....	....	20	.....	20	812
do	" 2	124— 26	40— 18	45	10	55	75	45	30	....	1	.....	.....	20	.....	20	
Seymour	" 1	74	49	123	36	159	175	123	52	....	....	.....	.....	20	1	19	
do	" 2	48	38	86	20	106	150	86	64	....	....	.....	.....	20	.....	20	
do	" 3	90	54	148	35	183	222	148	75	....	4	.....	.....	20	.....	20	
do	" 4	89	26	120	31	151	225	120	104	5	....	.....	.....	20	1	19	3,509
do	" 5	64	51	116	15	131	225	116	109	1	....	.....	.....	20	3	17	
do	" 6	33	42	75	19	194	125	75	50	....	.....	.....	.....	20	.....	20	
do	" 7	50	16	66	15	81	125	66	59	....	.....	.....	.....	20	.....	20	
do	" 8	479— 31	302— 26	58	16	74	125	58	67	....	1	.....	.....	20	.....	20	
Campbellford	" 1	90	101	191	91	282	275	195	80	....	4	.....	.....	20	5	15	2,424
do	" 2	225—135	197 96	233	45	278	325	233	92	....	2	....	.....	20	1	19	
Murray	" 1	81	89	170	62	232	275	170	105	....	....	.....	.....	20	.....	20	
do	" 2	70	99	171	61	232	250	171	79	1	1	.....	.....	20	1	19	3,303
do	" 3	124	98	226	50	276	300	226	74	1	3	.....	.....	20	2	18	
do	" 4	374— 99	337— 51	151	43	194	200	151	49	....	1	.....	.....	20	2	18	
Brighton Vil	" 1	60	68	128	45	173	224	128	96	....	....	.....	.....	20	3	17	
do	" 2	36	66	103	37	140	174	103	71	1	....	.....	.....	20	1	19	1,479
do	" 3	151— 55	171— 37	92	30	122	149	92	57	....	....	.....	.....	20	1	19	
Brighton Tp	" 1	59	34	94	47	141	175	94	80	....	1	.....	.....	20	.....	20	
do	" 2	77	94	171	67	238	225	171	54	....	....	.....	.....	10	6	4	
do	" 3	86	81	167	54	221	249	167	82	....	....	.....	.....	20	.....	20	3,017
do	" 4	82	66	153	25	178	250	153	97	4	1	.....	.....	20	.....	20	
do	" 5	404—100	346— 71	171	63	234	275	171	104	....	....	.....	.....	20	.....	20	
Totals		2,732	2,158	4,932	1,242	6,274	7,468	4,937	2,528	22	24	1	.....	709	28	681	21,995
Majority for Douglas		574															

DECEMBER 27th, 1898.

		John Loughrin.	Chas. Lamarche.														
Nipissing.	Town of Mattawa—																
	Rankin Ward	33	7	42	44	86	75	40	33	2	....	.. ..	.....	20	....	20	
	Timmings do	63	32	95	91	186	175	95	80	...	....	.....	.....	20	.....	20	
	Taggart do	126— 30	75— 36	66	99	165	150	66	84	...	....	.....	.....	20	.....	20	
	Town North Bay—																
	Murray Ward	37	32	69	85	154	125	69	55	....	1	.....	.....	20	...	20	
	Ferguson do	48	44	92	159	251	225	92	133	....	....	.....	.....	20	.....	20	
	Metcalf do	142— 57	146— 70	127	172	299	250	127	122	.. ..	1	.....	.....	20	.....	20	

RETURN from the Records of the Elections to the Legislative Assembly, after the General Elections in 1898, etc.—*Continued.*

Electoral District.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled for each.		Voters in each Sub-Division.			Ballot Papers sent out, and how disposed of in each Sub-Division.							Tendered Ballot Papers sent out and how disposed of in each Sub-Division.			Population in each Constituency, as shown by last Census.
				Total Number of Votes Polled.	Number of Votes remaining Unpolled.	Number of Names on the Voters' Lists.	Number of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to vote.	Ballot Papers taken from Polling Places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
DECEMBER, 27TH, 1898.		John Loughrin.	Chas. Lamarche.														
Nipissing. *Con.*	Town Sturgeon Falls—																
	Michaud Ward	11	9	20	23	43	50	20	30	...	.....	.....	.....	20	... ..	20	
	Holditch do	42	22	64	41	105	100	64	36	...	.....	.....	.....	20	.....	20	
	Cockburn do	63— 10	36— 5	15	30	45	50	15	35	.....	.....	.....	.....	20	.....	20	
	Town of Sudbury—																
	McCormick Ward	44	52	97	117	214	200	96	102	1	1	.....	.....	20	1	19	
	Ryan do	39	12	53	59	112	100	51	49	.....	.....	.....	.....	20	2	18	
	Fournier do	135— 52	92— 28	81	93	174	200	80	119	1	...	.....	.....	20	.....	20	
	Township of McKim	56— 56	29— 29	85	217	302	275	85	190	...	...	.....	.....	20	.....	20	
	Tp. Dunnett & Ruttan	88— 88	26— 26	116	79	195	175	114	59	2	.....	.....	.....	20	...	20	
	Township of Caldwell	80— 80	25— 25	109	96	205	175	105	66	4	.....	.....	.....	20	.....	20	
	Tp. of Springer... No. 1	50	17	68	67	135	125	67	57	1	.....	.....	.....	20	.....	20	
	do ..... " 2	130— 80	40— 23	103	90	193	175	103	72	...	.....	.....	.....	20	.....	20	
	Township of Widdifield	74— 74	31— 31	108	152	260	225	105	117	3	..	.....	.....	20	.....	20	
	do Ferris. No. 1	37	19	58		193	150	56	92	1	1	.....	.....	10	1	9	
	do do " 2	90 - 53	37— 18	72	63	...	150	71	79	.....	.....	.....	.....	10	1	9	
	Tp. of Bonfield.... No. 1	96	84	180	84	322	200	180	20	.....	.....	.....	.....	20	.....	20	
	do ..... " 2	117— 21	121— 37	58	.....	.....	250	58	192	.....	.....	.....	.....	10	.....	10	
	Township of Calvin	45— 45	39— 39	86	66	152	150	84	64	2	.....	.....	.....	10	.....	10	
	do Papineau	51 — 51	47— 47	105	54	159	150	98	45	7	.....	.....	.....	20	.....	20	
	do Mattawan	39— 39	9— 9	53	32	85	75	48	22	5	.....	.....	.....	10	.....	10	
	do Cameron	23— 23	40— 40	63	93	156	150	63	87	.....	.....	.....	.....	20	.....	20	
	do Casey	12— 12	1— 1	13	21	34	50	13	37	.....	.....	.....	.....	20	.....	20	
	do Dymond	58— 58	17— 17	75	56	131	125	75	49	.....	1	.....	.....	20	...	20	
	do Buch	15— 15	25— 25	46	29	75	75	40	33	2	.....	.....	.....	20	4	16	
	do Montreal R.	6— 6	0— 0	6	13	19	25	6	19	.....	.....	.....	.....	20	.....	20	
	do Long Sault.	6- 6	2— 2	8	13	21	25	8	17	.....	.....	.....	.....	20	.....	20	

Township of Blezard	38	38	10	10	52	53	105	100	48	48	4	....	.....	.....	20	.....	20	
do Maclennan, Rathbun N	3	3	5	5	8	47	55	50	8	42	....	....	.....	.....	10	1	9	
Tp. Dryden & Neelon	28	28	28	28	60	119	179	150	56	92	2	....	.....	.....	20	2	18	
Township Hagar, N	14	14	20	20	34	20	54	50	34	16	....	....	.....	.....	10	1	9	
do Hugel	29	29	0	0	29	63	92	100	29	71	....	....	.....	.....	10	.....	9*	
do Kirkpatrick N	47	47	13	13	61	93	154	150	60	90	....	....	.....	.....	20	1	19	
Tp. Field Badgerow N	52	52	11	11	67	77	144	225	63	161	1	....	.....	.....	10	3	7	
Tp. Chisholm ..... No. 1		57		23	81	47	128	125	80	44	1	....	.....	....	10	....	10	
do ..... " 2	114	57	51	28	85	39	124	100	85	15	....	....	.....	.....	10	.....	10	
Tp. Lander and Wilkes	11	11	3	3	14	4	18	26	14	11	....	....	.....	.....	10	....	10	
Tp. Sabine & Lyell	14	14	3	3	17	24	41	50	17	33	....	....	.....	.....	10	1	9	
Tp. Airey Sabine & Lyell	52	52	55	55	107	179	286	275	107	168	....	....	.....	.....	20	.....	20	
Tp. Peck, Hunter, N	49	49	13	13	62	163	225	225	62	163	....	....	.....	.....	20	.....	20	
Murchison & Lyell	35	35	1	1	39	34	73	75	75	36	3	....	.....	.....	10	.....	10	
Totals	1842		1051		.....	.....	.....	.....	.....	.....	....	....	.....	.....	.....	....	.....	13,163
	1051																	
Majority for Loughrin	791																	

		W. J. Allen.		B. O. Lott.														
N. Riding of Hastings..	Sterling Vil. ..... No. 1		61		46	107	19	126	130	107	22	....	1	.....	....	20	.....	20	792
	do ..... " 2	97	36	114	68	104	17	121	130	104	26	....	....	.....	.....	20	.....	20	
	Rawdon Tp ..... " 1		95		34	129	36	165	170	129	39	....	2	.....	.....	19	2	17	
	do ..... " 2		47		100	147	30	177	180	147	31	....	2	.....	....	19	1	18	
	do ..... " 3		72		56	128	36	164	170	128	42	....	....	.....	.....	19	1	18	3,398
	do ..... " 4		75		50	125	15	140	150	125	23	1	1	.....	.....	19	1	18	
	do ..... " 5		111		46	157	33	190	200	157	40	3	....	.....	.....	19	2	17	
	do ..... " 6	501	101	330	44	145	52	197	200	145	54	1	....	.....	.....	19	1	18	
	Huntingdon Tp ..No. 1		90		64	154	41	195	200	154	46	....	....	.....	.....	19	.....	19	
	do ..... " 2		109		62	171	62	233	250	171	76	....	2	.....	.....	19	.....	19	2,392
	do ..... " 3		76		43	119	51	170	250	119	130	1	....	.....	.....	19	15	4	
	do ..... " 4	320	45	215	46	91	51	142	250	91	159	....	....	.....	.....	19	3	16	
	Marmora & Lake. No. 1		119		60	179	61	240	250	179	71	....	....	.....	.....	19	.....	19	
	do ..... " 2		103		75	178	33	211	225	178	47	....	....	.....	.....	19	.....	19	
	do ..... " 3		44		17	61	16	77	100	61	39	....	....	.....	.....	19	.....	19	2,055
	do ..... " 4		28		78	106	30	136	150	106	43	....	1	.....	.....	19	1	18	
	do ..... " 5	300	6	239	9	15	15	30	50	15	35	....	....	.....	.....	19	.....	19	
	Madoc Vil ..... No. 1		61		78	139	36	175	180	139	40	1	....	....	.....	19	2	17	
	do ..... " 2	116	55	169	91	146	60	206	225	146	76	2	1	....	.....	19	.....	19	1,157
	Madoc Tp ..... " 1		98		57	155	41	196	200	155	45	....	....	.....	.....	19	2	17	
	do ..... " 2		179		28	207	93	300	300	207	86	7	....	.....	.....	19	4	15	
	do ..... " 3		163		33	196	91	287	300	196	102	2	....	.....	.....	19	.....	19	2,500
	do ..... " 4	492	52	191	73	125	81	206	225	125	97	3	....	.....	.....	19	.....	19	
	Elziver & Gr'sth'p No. 1		71		75	146	30	176	180	146	33	....	1	.....	.....	19	.....	19	
	lo " 2		95		31	126	28	154	170	126	39	....	5	.....	.....	19	1	18	1,183
	do " 3	192	26	117	11	37	16	53	60	37	22	....	1	.....	.....	19	.....	19	

*D. R. O. O. returns only 9 tendered ballots received.

RETURN from the Records of the Elections to the Legislative Assembly, after the General Elections in 1898.—*Concluded.*

DECEMBER 27TH, 1898. Electoral District.	Names and Numbers of Polling Sub-Divisions.	Names of Candidates and No. of Votes Polled for each.		Voters in each Sub-Division.			Ballot Papers sent out, and how disposed of in each Sub-Division.							Tendered Ballot Papers sent out and how disposed in each Sub-Division.			Population in each Constituency, as shewn by last census.
				Total No. of Votes Polled.	No. of Votes remaining Unpolled.	No. of Names on the Voters' Lists.	No. of Ballot Papers sent out to each Sub-Division.	Used Ballot Papers.	Unused Ballot Papers.	Rejected Ballot Papers.	Spoiled Ballot Papers.	Ballot Papers given to Voters who afterwards declined to Vote.	Ballot Papers taken from Polling places.	No. of Tendered Ballots sent out to each Sub-Division.	Used.	Unused.	
N. Riding of Hastings.—*Con.*		W. J. Allen.	B. C. Lott.														
	Tudor & Cashel..No. 1	48	38	86	42	128	150	86	64	....	....	.....	.....	19	.....	19	
	do ... " 2	106— 58	67— 29	87	43	130	150	87	63	....	....	.....	.....	19	2	17	808
	Limerick ..... No. 1	41	40	81	15	96	100	81	18	1	....	.....	....	19	.....	19	
	do ..... " 2	56 15	68— 28	43	12	55	60	43	17	....	....	.....	.....	19	.....	19	482
	Woollaston Tp...No. 1	74— 74	81— 81	155	33	188	200	155	45	....	....	.....	.....	19	.....	19	687
	Dungannon ..... " 1	60	59	119	35	154	170	119	49	....	2	.....	.....	19	....	19	
	do ..... " 2	89— 29	87— 28	57	20	77	100	57	42	....	1	.....	.....	19	.....	19	759
	Faraday ..... " 1	51	108	159	89	248	250	159	90	....	1	.....	.....	19	12	7	
	do ..... " 2	66— 15	120— 12	27	15	42	50	27	22	....	1	.....	.....	19	.....	19	877
	Carlow ..... " 1	51— 51	83— 83	134	23	157	170	134	35	....	1	.....	.....	19	.....	19	595
	Mayo .... " 1	57— 57	57— 57	114	37	151	170	114	47	9	....	.....	.....	19	.....	19	501
	Monteagle and Herschel ..... " 1	15	144	159	70	229	250	159	88	1	2	.....	.....	19	.....	19	
	do " 2	19	58	77	38	115	130	77	53	....	....	.....	.....	19	.....	19	
	do " 3	69— 35	280— 78	113	31	144	150	113	32	....	5	.....	.....	19	1	18	1,813
	Bangor, *et al*..... " 1	17	102	119	70	189	200	119	79	1	1	.....	.....	19	.....	19	
	" ..... " 2	38— 21	151— 49	70	37	107	130	70	60	....	....	.....	.....	19	....	19	840
	Totals	2,624 2,369	2,369	4,993	1,684	6,677	7,325	4,993	2,267	33	32	.....	.....	800	51	749	20,839
	Majority for Allen.....	255															

JANUARY 12TH, 1899.

		Donald Macnish.	Finlay G. Macdiarmid.														
West Elgin	Aldborough Township																
	No. 1	108	104	212	25	237	262	212	50	....	....	.....	.....	23	.....	23	
	" 2	91	109	200	20	220	246	200	46	....	....	.....	....	23	.....	23	
	" 3	99	180	279	22	301	327	279	44	2	2	...	....	23	.....	23	
	" 4	90	66	156	11	167	193	156	37	....	....	....	....	23	.....	23	5,299
	" 5	75	66	141	24	165	191	141	47	3	....	.....	.....	23	.....	23	
	" 6	99	167	266	34	300	326	266	60	....	....	.....	.....	23	1	22	
	" 7	43	69	112	17	129	155	112	43	....	....	.....	.....	23	..	23	
	" 8	682— 77	776— 15	92	10	102	128	92	34	1	1	.....	....	23	....	23	
	Dunwich ..... " 1	101	82	183	25	208	234	183	51	...	....	...	.....	23	....	23	
	" 2	85	86	171	32	203	229	171	58	....	....	.. ...	.....	23	.....	23	
	" 3	59	36	95	48	143	169	95	74	....	....	.....	....	23	.....	23	
	" 4	68	35	103	35	138	166	103	63	..	...	.....	...	24		24	3,663
	" 5	90	25	115	49	164	190	115	73	2	...	.....	.....	23	....	23	
	" 6	84	31	115	26	141	168	115	51	1	1	.....	.....	23	.....	23	
	" 7	67	61	128	44	172	198	128	70	....	....	.....	.....	23	.....	23	
	" 8	611 —57	401 —45	102	44	146	172	102	70	....	....	.....	.....	23	..	23	
	Dutton ..... " 1	96 —96	91 —91	182	30	217	242	187	55	...	....	.....	....	23	.....	23	828
	Southwold ..... " 1	124	70	194	24	218	244	194	49	....	1	...	.....	23	.....	23	
	" 2	68	55	123	19	142	168	123	45	....	....	.....	.....	23	.....	23	
	" 3	134	84	218	31	249	275	218	52	1	4	....	.....	25	.....	25	
	" 4	127	42	169	16	187	214	169	42	1	2	...	.	25	.....	25	4,766
	" 5	67	154	221	27	248	271	221	49	...	1	..	.	23	....	23	
	" 6	No statement in Poll Book Form 11.				226	250	197	52	....	1	....	.....	22	...	22	
	" 7	618 —98	464 - 59	157	25	182	208	157	50	1	....	....	.....	23	...	23	
	City of St. Thomas																
	No. 1	61	81	142	18	160	197	142	53	....	2	.....	....	26	....	26	
	" 2	95	125	220	69	289	223	220	99	2	2	.....	....	25	....	25	
	" 3	78	95	173	49	222	253	173	80	....	....	....	....	26	...	26	
	" 4	122	123	245	62	307	239	245	92	1	1	....	.....	26	1	25	
	" 5	51	61	112	34	146	178	112	63	1	2	....	.....	26	...	26	
	" 6	98	128	226	114	340	371	226	145	....	....	...	....	26	1	25	
	" 7	103	80	183	91	274	305	183	115	7	....	.....	....	25	....	25	10,366
	" 8	72	85	157	77	234	169	157	108	1	2	....	....	26	....	26	
	" 9	92	61	153	48	201	234	153	80	....	1	....	.....	25	.....	25	
	" 10	63	47	110	70	180	214	110	97	7	....	.....	.....	21	..	21	
	" 11	No statement in Poll Book Form II.				385											
	" 12	94	89	183	98	281	313	183	124	3	6	...	.	25	1	24	
	" 13	102	89	191	121	312	349	191	153	2	3	....	.....	25	.....	25	
	" 14	1081 —50	1135 —71	121	65	186	217	121	96	....	....	....	...	25	...	25	
	Totals	3088 2867	2867														
	Majority for Macnish ..	221															

REPORT

OF THE

MINISTER OF EDUCATION

(ONTARIO),

FOR THE YEAR

1898.

WITH THE STATISTICS OF 1897.

PRINTED BY ORDER OF

THE LEGISLATIVE ASSEMBLY OF ONTARIO.

TORONTO.

WARWICK BROS & RUTTER, Printers, &c., 68 and 70 Front St. West.

1899.

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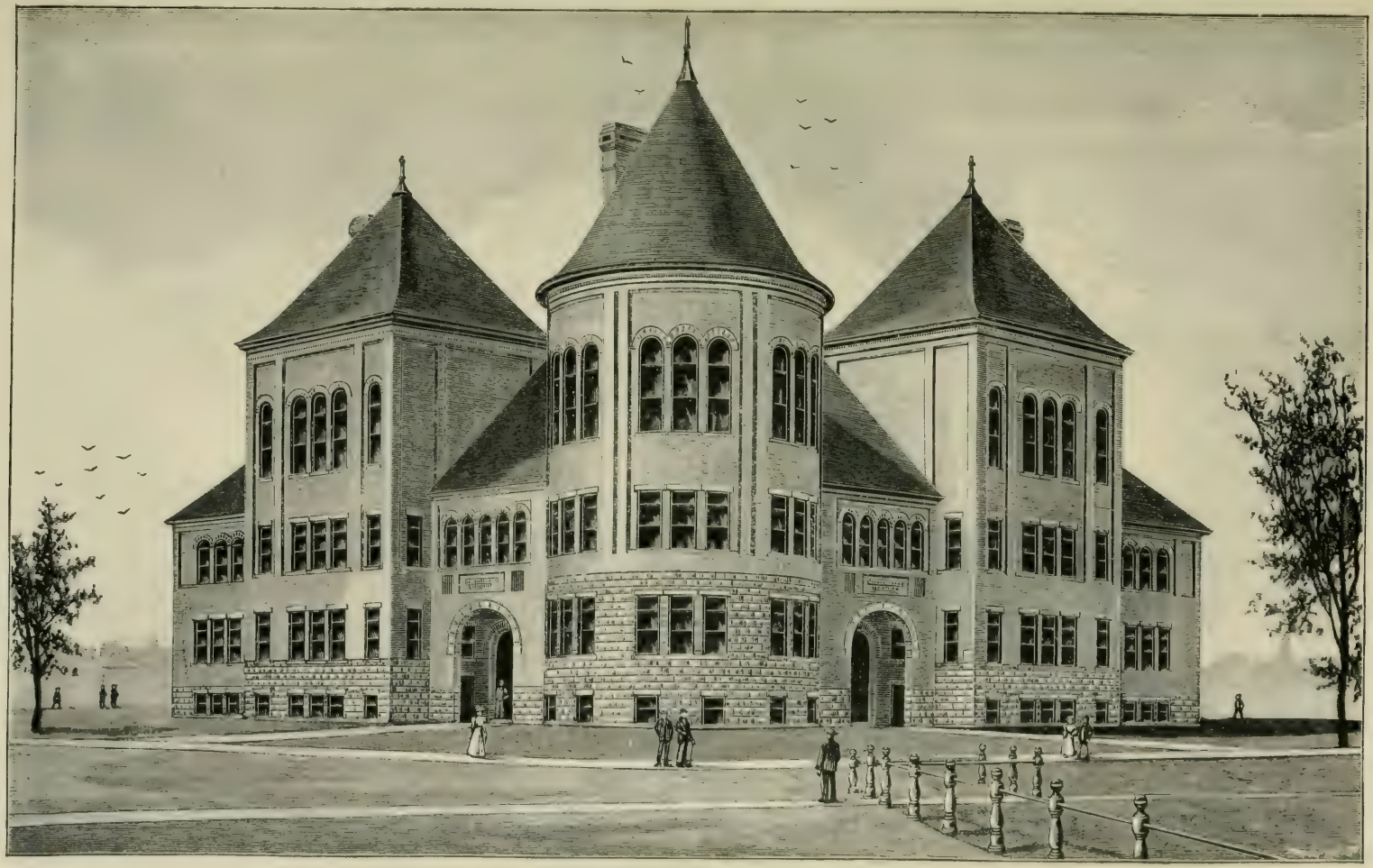


CENTRAL SCHOOL, CHATHAM.

GENERAL REPORT, 1898.

EDUCATION DEPARTMENT.

MINISTER OF EDUCATION:

HON. G. W. ROSS, LL.D.

DEPUTY MINISTER OF EDUCATION:

JOHN MILLAR, B.A.

Francis J. Taylor,	Chief Clerk and Accountant.
Henry R. Alley,	Clerk and Minister's Secretary.
J. T. R. Stinson,	Senior Clerk.
H. M. Wilkinson,	"
A. C. Paull,	"
F. N. Nudel,	"
W. W. Jeffers,	"
R. J. Bryce,	Junior Clerk.
S. A. May,	"
Thomas Greene,	"
William Lemon,	"
E. A. Faulds,	"
F. Woodley,	"
Miss C. J. Jeffrey,	Stenographer.
Miss G. Lewis,	"
J. G. Hodgins, LL.D.	Librarian and Historiographer.
Miss J. M. Crooks,	Assistant Librarian.
S. P. May, M.D., C.L.H.,	Superintendent of Public Libraries and Art Schools.
William Pakenham, B.A.,	Registrar of the Educational Council and Chairman of the Board of Examiners.
David Boyle,	Curator of the Archæological Museum.
L. McCorkindale,	Caretaker.

REPORT

OF THE

MINISTER OF EDUCATION

FOR THE YEAR 1898

WITH THE STATISTICS OF 1897.

To the Honorable Sir Oliver Mowat, K.C.M.G.,
Lieutenant-Governor of the Province of Ontario.

May it Please Your Honor:

I herewith present the Report of the Education Department for the year 1898, together with the statistics for the year 1897.

SUMMARY OF STATISTICS.

** Elementary Schools.*

Number of Public Schools		5,669
Increase for the year	12	
Number of Roman Catholic Separate Schools		340
Increase for the year	1	
Number of Protestant Separate Schools		9
Number of Kindergartens		105
Number of teachers		223
Number of Night Schools		18
Number of teachers		37
Amount expended for Public School Houses (sites and buildings)		$350,457
" " Public School teachers' salaries		$2,717,261
" " all other purposes		$845,783

* The Curriculum of Elementary Schools embraces the following subjects: Reading, Writing, Arithmetic, Drawing, Geography, Music, Grammar, History, Physiology and Temperance, Drill and Calisthenics, Bookkeeping, Algebra, Geometry, Botany, Elementary Physics, Agriculture.

Total amount expended on Public Schools		$3,913,501
Increase	$24,058	
Number of persons in the Province between the ages of 5 and 21		590,055
Decrease for the year	1,662	
Number of registered pupils of all ages in the Public Schools during the year		441,157
Increase for the year	55	
Average attendance of pupils in the Public Schools during the year		248,548
Increase for the year	1,824	
Number of pupils in Roman Catholic Separate Schools		41,620
Increase for the year	774	
Average attendance of pupils in Roman Catholic Separate Schools		24,996
Increase for the year	366	
Number of pupils in Protestant Separate Schools		543
Decrease for the year	67	
Average attendance of pupils in Protestant Separate Schools		311
Decrease for the year	54	
Number of pupils attending Kindergartens		10,693
Increase for the year	519	
Average attendance of pupils at Kindergartens		4,362
Increase for the year	311	
Number of pupils attending Night Schools		1,406
Increase for the year	57	
Average attendance of pupils at Night Schools		317
Decrease for the year	12	
Percentage of average attendance to total attendance in Public Schools		56
Number of persons employed as teachers in the Public Schools during the year:		
Men, 2,690; women, 5,686; total		8,376
Decrease: Men, 36; Increase: women, 158	Increase, 122	
Number of teachers who have attended a Normal School		3,479
Increase for the year	70	
Number of teachers who have attended a County Model School in 1898		1,288
Average annual salary of male teachers in Public Schools		$391
Decrease for the year	$9	
Average annual salary of female teachers in Public Schools		$294
Increase for the year	$3	

* *Secondary Schools.*

Number of High Schools (including 37 Collegiate Institutes)		130
Number of teachers in High Schools		579
Increase for the year	5	
Number of pupils in High Schools		24,390
Decrease for the year	177	
Amount expended for High School teachers' salaries		$532,837
" " houses (sites and buildings)		$46,627
" all other High School purposes		$136,512
Total amount expended on High Schools		$715,976

* The Curriculum of Secondary Schools includes all the subjects required for matriculation into the University.

I.—PUBLIC SCHOOLS.

1.—School Population—Attendance.

School Population.

The school population of the Province, as ascertained by the assessors, is as follows:

Year.	School age.	School population	Pupils registered, under 5.	Pupils registered, 5 to 21.	Pupils registered, over 21.	Total number of registered pupils.	Average attendance.	Percentage of average attendance to total number attending school.
1867	5—16	447,726	.....	*380,511	†21,132	401,643	163,974	41
1872	5 -16	495,756	.....	*433,664	†20,998	454,662	188,701	42
1877	5—16	494,804	1,430	488,553	877	490,860	217,184	44
1882	5—16	483,817	1,352	469,751	409	471,512	214,176	45
1887	5—21	611,212	1,569	491,242	401	493,212	245,152	50
1892	5—21	595,238	1,636	483,643	391	485,670	253,830	52
1897	5—21	590,055	1,385	481,120	272	482,777	273,544	56

* 5—16. † Other ages.

Note.—The Minister's Report (for purpose of comparison with previous years in which the R. C. Separate Schools were included with Public Schools) includes R. C. Separate Schools. In the Statistical Tables, A, B, C, D, E, the Separate Schools are excluded.

2.—Classification of Pupils

Year.	1st Reader—Parts I. and II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.	Writing.	Arithmetic.	Drawing.	Geography.	History.	Music.	Grammar and Composition.	Temperance and Hygiene.
1867	79,365	98,184	83,211	68,896	71,987	231,734	241,501	5,450	272,173	61,787	47,618	147,412	.....
1872	160,828	100,245	96,481	67,440	29,668	322,688	327,218	57,582	327,139	109,639	110,083	282,156	.....
1877	153,630	108,678	135,824	72,871	19,857	396,006	402,248	153,036	375,951	116,865	168,942	226,977	.....
1882	165,834	106,229	117,352	71,740	10,357	398,401	419,557	176,432	280,517	150,989	158,694	209,184	33,926
1887	192,361	100,533	108,096	81,984	10,238	466,389	469,445	395,097	316,791	194,754	203,567	270,856	71,525
1892	187,947	96,074	99,345	88,934	13,370	465,516	470,813	435,239	334,947	253,956	220,941	294,331	171,594
1897	181,375	91,330	99,682	89,314	21,076	465,525	471,869	448,444	342,189	284,025	233,915	316,787	215,343

From the statistics given it will be seen that the number of pupils in the 4th and 5th Form has been steadily increasing. There is also a very gratifying increase in the number studying History, Geography and Composition. The provisions in the regulations of 1885, whereby Canadian history was made compulsory for entrance to the High Schools, has led no doubt to a better knowledge of these great events which affect the destiny of the Dominion, and which cannot fail, on account of their importance, to be stimulating to the patriotism of all pupils attending the schools of the Province.

Temperance and Hygiene.

It is also worthy of notice that the number of pupils receiving instruction in Temperance and Hygiene has increased from 33,926, in 1882, to 215,343, in 1897. Having regard to the great importance of the knowledge of physiology and the injurious effects of alcoholic stimulants on the human system, provision was made by statute in 1886 for placing this subject on the course of study for Public Schools. Instruction was also provided under departmental regulation for teachers-in-training at County Model Schools and Normal Schools, to be followed by an examination as an essential pre-requisite to their final recognition as duly qualified teachers. In 1893, this subject was made compulsory for entrance to High Schools and Collegiate Institutes, so that no pupil who pursues his studies as far as the 5th Form can fail to be reasonably well acquainted with the conditions on which his health and physical vigor depend, as well as with the dangerous tendency of stimulants and narcotics to produce weakness and disease.

Kindergartens.

The system of Kindergarten instruction, first introduced into Ontario in 1882, and subsequently made part of the School System of the Province, by the Public Schools Act of 1885, has met with encouraging success. A report of the pupils receiving instruction in this way was first made in 1892. The report showed that, in the short space of ten years, 66 Kindergartens were established, with 160 teachers, attended by 6,375 children under six years of age. In 1897 the number of Kindergartens had increased to 105, with 223 teachers, attended by 10,693 pupils under 6 years of age.

Night Schools.

The whole number of Night Schools aided in 1897 was 18, the number of teachers 37, and the number in attendance 1,406. This number does not include the attendance upon the classes established by Mechanics Institutes and Art Schools.

3. Teachers' Certificates and Salaries.

Teachers' Certificates.

Year.	Public school teachers.	Male.	Female.	1st class.	2nd class.	3rd class	Other certificates, including old County Boards, etc.	Number of teachers who attended Normal Schools.
1867	4,890	2,849	2,041	1,899	2,454	386	151	666
1872	5,476	2,626	2,850	1,337	1,477	2,084	578	828
1877	6,468	3,020	3,448	250	1,304	3,926	988	1,084
1882	6,857	3,062	3,795	246	2,169	3,471	971	1,873
1887	7,594	2,718	4,876	252	2,553	3,865	924	2,434
1892	8,480	2,770	5,710	261	3,047	4,299	873	3,038
1897	9,128	2,784	6,344	343	3,386	4,465	934	3,643

Teachers' Salaries

Year.	Highest salary paid.	Average salary, male teacher, province.	Average salary, female teacher, province.	Average salary, male teacher, counties.	Average salary, female teacher, counties.	Average salary, male teacher, cities.	Average salary, female teacher, cities.	Average salary, male teacher, towns.	Average salary, female teacher, towns.
	$	$	$	$	$		$	$	$
1867	1,350	346	226	261	189	532	243	464	240
1872	1,000	360	228	305	213	628	245	507	216
1877	1,100	398	264	379	251	735	307	583	269
1882	1,100	415	269	385	248	742	331	576	273
1887	1,450	425	292	398	271	832	382	619	289
1892	1,500	421	297	383	269	894	402	648	298
1897	1,500	391	294	347	254	892	425	621	306

4. Receipts and Expenditure

Year.	Receipts.				Expenditure.					
	Legislative grants.	Municipal school grants and assessments.	Clergy reserve funds, balances and other sources.	Total receipts.	Teachers' salaries.	Maps, apparatus, prizes, etc.	Sites and building school houses.	Rent, repairs, fuel and other expenses.	Total expenditure.	Cost per pupil.
	$	$	$	$	$	$	$	$	$	$ c.
1867..	187,153	1,151,583	331,599	1,670,335	1,093,517	31,354	149,195	199,123	1,473,189	3 67
1872..	225,318	1,763,492	541,460	2,530,270	1,371,594	47,799	456,043	331,928	2,207,364	4 85
1877..	251,962	2,422,432	730,687	3,405,081	2,038,099	47,539	477,393	510,458	3,073,489	6 26
1882..	265,738	2,447,214	757,038	3,469,990	2,144,449	15,5 3	341,918	525,025	3,026,975	6 42
1887..	268,722	3,084,352	978,283	4,331,357	2,458,540	27,509	544,520	711,535	3,742,104	7 59
1892..	283,791	3,300,512	1,227,596	4 811,899	2,752,629	40,003	427,321	833,965	4,053,918	8 40
1897..	366,538	3,361,562	1,260,055	4,988,155	2,886,061	60,585	391,689	877,335	4,215,670	8 73

II.—ROMAN CATHOLIC SEPARATE SCHOOLS.

Year.	Schools—Expenditure—Teachers.				Number of pupils attending—Number of studies.							
	Schools open	Total receipts.	Total expenditure.	Teachers.	Pupils.	Reading.	Writing.	Arithmetic.	Geography.	Grammar.	Drawing.	Temperance and hygiene.
1867..	161	48,628	42,719	210	18,924	18,924	10,749	10,559	8,666	5,688	.....	.....
1872..	171	68,810	61,817	254	21,406	21,406	13,699	12,189	8,011	7,908	.....	.....
1877..	185	120,266	114,806	334	24,952	24,952	17,932	17,961	13,154	11,174	.....	.....
1882..	190	166,739	154,340	390	26,148	26,148	21,052	21,524	13,900	11,695	7,548	2,033
1887..	229	229,848	211,223	491	30,373	30,373	27,824	28,501	19,608	18,678	21,818	8,578
1892..	312	326,034	289,838	662	37,466	37,466	35,565	35,936	26,299	22,755	32,682	11,056
1897..	340	335,324	302,169	752	41,620	41,620	39,724	40,165	27,471	26,071	36,462	18,127

III.—PROTESTANT SEPARATE SCHOOLS.

The complete list of Protestant Separate Schools is as follows :

No. 6 Bromley, No. 9 Cambridge, No. 1 Marlboro', No. 2 Osgoode, No. 6 Plantagenet North, Puslinch, Rama, L'Orignal, Penetanguishene.

They were attended by 543 pupils. The whole amount expended for their maintenance was $4,976. Three teachers held a Second Class, eight a Third Class, and two a Temporary Certificate.

IV.—HIGH SCHOOLS.

(Including Collegiate Institutes).

I.—Receipts, Expenditure, Attendance, Etc.

The following statistics respecting High Schools will be found suggestive :

Year.	Schools open.	Teachers.	Receipts.			Expenditure.			Pupils.	Percentage of average attendance to total attendance.	Cost per pupil.
			Amount of fees.	Legislative grant.	Total receipts.	Paid for teachers' salaries.	Paid for sites and building school houses, rents and repairs.	Total expenditure.			
			$	$		$	$	$	$	$	$ c.
1867.....	103	159	15,605	54,562	134,579	94,820	19,190	124,181	5,696	55	21 80
1872.....	104	239	20,270	79,543	223,269	141,812	31,360	210,005	7,968	56	26 36
1877.....	104	280	20,753	78,762	357,521	211 607	51,417	343,710	9,229	56	37 24
1882.....	104	332	29,270	84,304	373,150	253,864	19,361	343,720	12,348	53	27 56
1887.....	112	398	56,198	91,977	529,323	327,452	73,061	495,612	17,459	59	28 38
1892.....	128	522	97,273	100.000	793,812	472,029	91,108	696,114	22,837	60	30 48
1897.....	130	579	110,859	101,250	767,487	532,837	46.627	715,976	24,390	61	29 35

2.—Classification, Etc

Year.	English					Mathematics.				Science.		
	English Grammar and Rhetoric.	English Composition.	Poetical Literature	History.	Geography.	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.	Physics.	Chemistry.	Botany.
1867..	5,467	4,091	.....	4,634	5,264	5,526	2,841	1,847	141	1,876	840	.....
1872..	7,884	7,278	.....	7,513	7,715	7,834	6,033	2,592	174	1,921	1,151	.....
1877..	8,819	8,772	.....	9,106	9,158	9,227	8,678	8,113	359	2,168	2,547	.....
1882..	12,275	12,189	.....	12,220	12,106	12,261	11,742	11,148	397	2,880	2,522	
1887..	17,086	17,171	16,649	17,010	16,962	16,939	16,904	14,839	1,017	5,265	3,411	4,640
1892..	22,530	22,525	22,468	22,328	22,118	21,869	22,229	17,791	1,154	6,601	3,710	6,189
1897..	19,591	24,195	24,176	18,318	13,747	19,798	24,105	16,788	1,652	11,002	5,489	12,892

Classification, Etc.

Year.	Languages.				Drawing.	Vocal Music.	Bookkeeping and commercial transactions.	Left for mercantile life.	Left for agriculture.	Who joined learned profession.	Matriculated.	Number of schools charging fees.
	Latin.	Greek.	French.	German.								
1867	5,171	802	2,164		676		1,283				56	57
1872	3,860	900	2,828	341	2,176	.....	3,127	486	300	213	78	28
1877	4,955	871	3,091	442	2,755		3,621	555	328	564	145	35
1882	4 591	815	5,363	962	3,441		5,642	881	646	751	272	37
1887	5,409	997	6,180	1,350	14,295	1,955	14,064	1,141	882	791	305	58
1892	9,006	1,070	10,398	2,796	16,980	948	16,700	1,111	1,006	398	471	77
1897	16,873	1,421	13,761	5,169	12,252	160	11,647	1,368	1,153	409	552	87

Classification.

From a study of the classification of High Schools and Collegiate Institutes, two or three very striking changes in the tendency of higher education may be worthy of notice. For instance, in 1867, only 1,283 pupils, or 23 per cent. of the whole number, studied commercial subjects, such as Bookkeeping; in 1897 this subject was taken by 11,647 pupils, or 48 per cent of the whole attendance. In 1867, 5,171 pupils, or 90 per cent. of the whole attendance, studied Latin; in 1897 the number of pupils in Latin was 16,873, about 69 per cent. of the number in attendance. In 1867, 15 per cent. studied Greek; in 1897 only 6 per cent. were engaged in studying this subject. In 1867, 38 per cent. of pupils studied French, and none studied German; in 1897 these numbers had increased to 56 per cent. and 21 per cent. respectively. There also has been a large increase in the number studying Drawing, the total in 1867 being 676, and in 1897 12,252. Vocal Music is taught in 4 schools.

Diffusion of High School Education.

When the High School System of the Province was first inaugurated, its primary object was to prepare pupils for the learned professions, and especially for the University. While in that respect our High Schools amply fulfil their original purpose, in later years the course of education which they provide has been considered a desirable qualification for various other pursuits in life. Many young men in preparing for mercantile life or for agriculture take advantage of the High School, perhaps not so much because of the direct training which it gives for their intended calling as for the superior culture which it provides. In 1872, 486 High School pupils, when they finished their High School education, entered mercantile life. In 1897 the number had increased to 1,368. Similarly, 300 High School pupils left the High School for agricultural pursuits, and in 1897 1,153 pupils pursued a similar course. In all, the High Schools gave to mercantile life and to agriculture in 1897 2,501 pupils of well recognized educational standing, and to the Universities and learned professions the same year, 961. The whole number who left the High School for mercantile life since 1872 was 22,603, and for agriculture, 17,870.

Occupations of Parents of High School Pupils.

Agricultural	8,891
Commercial	6,668
Mechanical	6,321
Professional	2,510

V.—DEPARTMENTAL EXAMINATIONS.

Entrance Examinations, 1877-1898.

Year.	Candidates examined.	Candidates passed.
1877	7,383	3,836
1882	9,607	4,371
1887	16,248	9,364
1892	16,409	8,427
1897	16,384	10,502
1898	16,861	9,611

Public School Leaving Examinations, 1892-98.

Year.	No. of candidates examined.	No. of candidates who passed.
1892	432	195
1893	539	268
1894	2,021	690
1895	2,630	1,395
1896	3,239	1,826
1897	4,578	2,242
1898	5,280	1,980

Departmental and Matriculation Examinations

| Year of examination. | No. of candidates examined. | No. of successful candidates. | | |

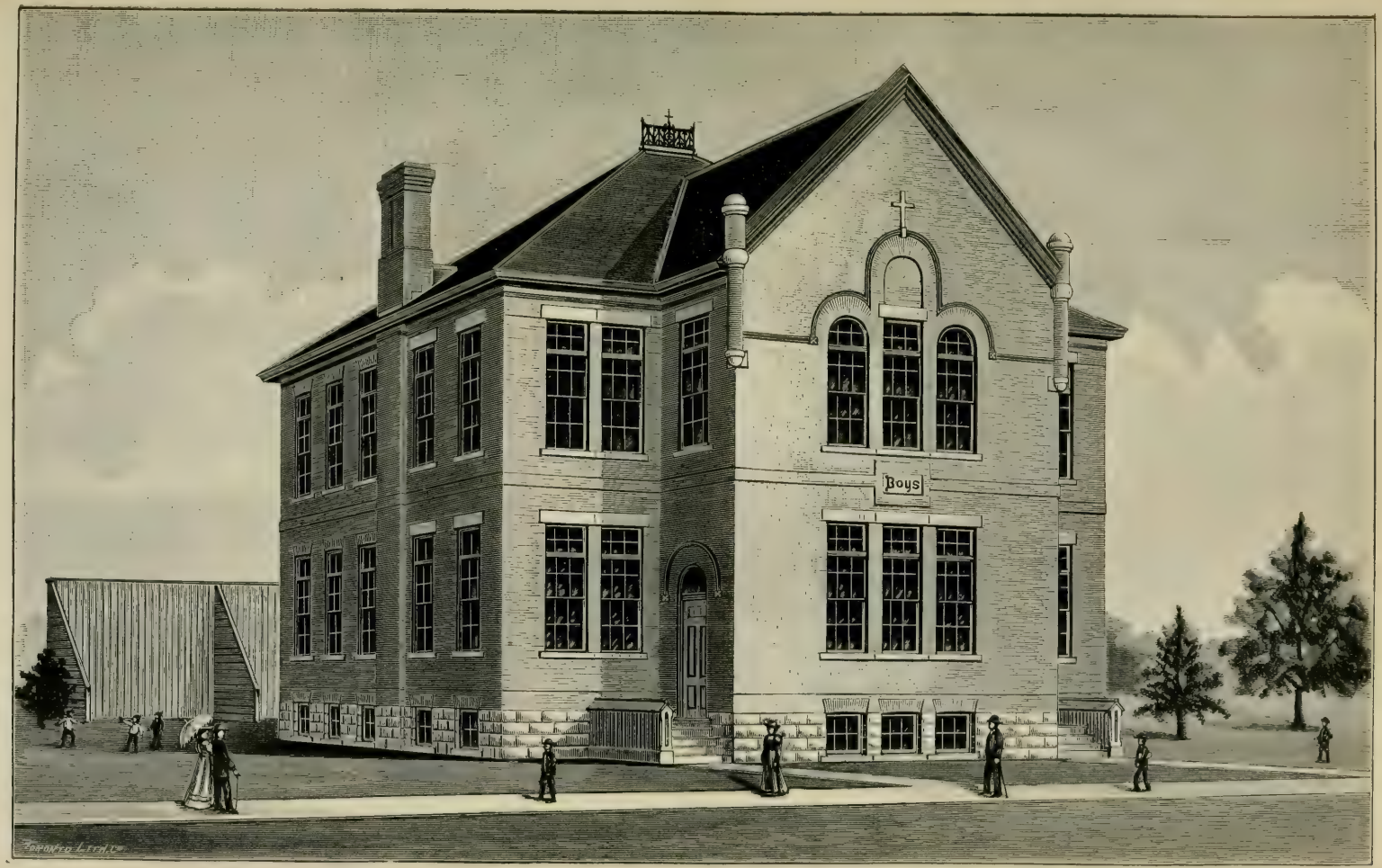
Table showing the number of ***Teachers-in-Training*** *at County Model Schools, Normal College, Provincial Normal Schools, etc.*

Year.	County Model Schools.			Normal College.			Normal and Model Schools, etc.					
	No. of schools.	No. of teachers-in-training.	No. that passed final examination.	No. of teachers.	No. of students.	Receipts from fees of Normal College.	No. of Normal School teachers.	No. of Normal School students.	No. of Model Schools and Kindergarten teachers.	No. of Model Schools and Kindergarten pupils.	Receipts from fees of Normal Schools, Model Schools, and Kindergarten pupils	Expenditure, Normal and Model Schools.
						$ c.					$ c.	$ c.
1877...	50	1,146	1,124	...	...	.... .	13	257	8	643	7,909 22	25,780 88
1882 ...	46	882	837	...	....	.. ..	16	260	15	799	13,783 50	44,888 02
1887....	55	1,491	1,376	.....	.....	.....	13	441	18	763	16,427 00	40.188 66
1892 ...	59	1,283	1,225	10	96	1,630 00	12	428	22	842	19,016 00	45,724 12
1897....	60	1,645	1,384	12	180	4,374 00	13	447	23	832	18,797 59	46,390 91
1898....	60	1,288	1,166	12	176	2,600 00	10	458	24	858	20,587 41	46,949 63

Examination Papers issued, 1898.

The number of examination papers issued by the Department in 1898 was :

High School Entrance	277,000
Form I.	42,000
Form II.	108,000
Form III.	96,000
Form IV.	55,500
Public School Leaving	133,500
Normal College	12,800
Art Schools	10,700
Kindergartens	8,000
Third Class (County Model Schools	24,000
Second Class (Provincial Normal Schools)	11,200
Commercial Specialists	5,600
Commercial Diplomas	3,200
Domestic Science	2,000
Total	789,500



ST. MARY'S (BOYS) ROMAN CATHOLIC SEPARATE SCHOOL, TORONTO.

VI.—TEACHERS' INSTITUTES.

This table presents the work of Teachers' Institutes for twenty years:

Year.	Receipts.							Expenditure.	
	No. of Teachers' Institutes.	No. of members.	Total No. of teachers in province.	Amount received from Government grants.	Amount received from municipal grants.	Amount received from members' fees.	Total amount received.	Amount paid for libraries.	Total amount paid.
				$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1877.....	42	1,181	6,468	1,412 50	100 00	299 75	2,769 44	.....	1,127 63
1882.....	62	4,395	6,857	2,900 00	300 00	1,088 84	9,394 28	453 02	5,355 33
1887.	66	6,781	7,594	1,800 00	1,879 45	730 66	10,405 95	1,234 08	4,975 50
1892.....	69	8,142	8,480	1,950 00	2,105 00	875 76	12,043 54	1,472 41	6,127 46
1897.....	73	7,627	9,128	2,425 00	2,017 45	901 15	12,446 20	1,479 88	6,598 84

VII.—TECHNICAL EDUCATION, PUBLIC AND FREE LIBRARIES, ART SCHOOLS AND LITERARY AND SCIENTIFIC INSTITUTIONS.

The Annual Report of the Superintendent of this branch of the Education Department is very encouraging. It shows that the legislation during the past four years for the improvement of Free and Public Libraries has been appreciated by the people throughout the whole Province.

The Act of 1895 changed the name of Mechanic's Institutes to Public Libraries, and provided for establishing *Free Libraries* either by direct incorporation or by transferring Mechanics' Institutes Libraries and Reading Rooms to the Municipal Councils of cities towns and villages. The Annual Legislative Grant for the purchase of Books was then divided as follows, viz.—$200 for cities; $150 for towns; and $100 for villages.

In 1896 an amendment to the Act was passed increasing the Legislative Grant for the purchase of Books to $200 per annum for every Public Library established under the Act, also empowering Municipal and School Corporations to contribute to the maintenance of Public Libraries.

In 1898 an Amendment to the Act was passed for establishing Free Libraries in Police Villages.

The results are very gratifying, showing that the liberal grants, $46,000 per annum, voted by the Legislature for Public Libraries, have been well expended, imparting valuable information and opening up new avenues of thought to our young people and their parents, in the remotest parts of our Province. (See Abstract No. 1, giving number of Libraries in each County and District.)

The Free Library System has been very successful. In 1895 we had only 12 Free Libraries. There are now one hundred and three Free Libraries reporting, and several others have been established since 1st of January, 1899.

The following abstract, No. II, show the progress of Public and Free Libraries during the past 15 years, from which it will be seen that in 1883 we had 93 Libraries, with 13,672 members, who borrowed 251,890 books, whilst in 1898 347 Libraries reported having 111,208 readers, who borrowed 2,358,140 volumes. In addition for 1898 we may add 27 Libraries which did not send in their returns in time for this report, and 10 new Libraries incorporated since the 1st May, 1898, making a total of 384 Libraries for 1898.

During the same period (1883 to 1898) 16,297,033 volumes have been issued, and $1,903,115 expended for Public and Free Libraries, and the assets have increased from $255,190 to $870,167.

I.—Abstract Showing Number of Free and Public Libraries in each County and District.

Addington, six; Algoma, ten; Brant, six; Bruce, twenty-one; Carleton, six; Dufferin, nine; Dundas, six; Durham, four; Elgin, eleven; Essex, six; Frontenac, two; Glengarry, three; Grenville, eight; Grey, seventeen; Haliburton, one; Haldimand, nine; Halton, five; Hastings, four; Huron, fifteen; Kent, thirteen; Lambton, twelve; Lanark, eight; Leeds, four; Lennox, one; Lincoln, six; Manitoulin Island, two; Middlesex, twelve; Muskoka, five; Nipissing, four; Norfolk, four; Northumberland, eight; Ontario, twelve; Oxford, twelve; Parry Sound, five; Peel, thirteen; Perth, seven; Peterboro, three; Prince Edward, two; Rainy River, three; Renfrew, nine; Russell, two; Stormont, one; Simcoe, fifteen; Victoria, eleven; Waterloo, eleven; Welland, eight; Wellington, eighteen; Wentworth, four; York, twenty.—Total, 384

II.—Abstract showing the Progress of Free and Public Libraries from 1883 to 1898.

Year.	Free libraries reporting.	Number of readers.	Number of reading rooms.	Number of newspapers and periodicals.	Number of volumes in libraries.	Number of volumes issued.	Total receipts.	Total assets.
							$ c.	$ c.
1883	1	716	1	28	3,782	10,845	1,160 30	3,375 00
1888	8	13,840	8	741	80,531	407,571	41,370 30	127,573 25
1893	11	56,649	11	1,371	142,828	842,352	69,342 78	308,816 93
1894	11	61,671	11	1,282	156,720	865,296	76,651 03	319,336 33
1895	12	67,233	12	1,384	165,363	1,000,706	65,596 36	328.950 21
1896	54	60,833	41	2,224	254,091	1,216,407	97,982 80	454,138 06
1897	78	68,262	56	2,587	308,236	1,456,341	99,776 86	476,353 05
1898	103	80,354	60	2,752	371,439	1,643,618	112,274 20	516,167 88

2. Art Schools, Etc.

During the past fifteen years considerable attention has been paid to Art Education. We have endeavored to develop a taste for industrial drawing as the basis of industrial education, now universally acknowledged an important factor in the national wealth and prosperity of every country in which it has been adopted.

Abstract III. gives the number of Certificates and Medals awarded during the past fifteen years, showing that during that period the Education Department has awarded to the pupils and students of Art Schools, Ladies' Colleges, &c., 51,712 Proficiency Certificates, and 2,562 Full Certificates in the Primary Course, which includes Freehand, Model, and Blackboard Drawing, and Primary Geometry and Perspective; 3,746 Proficiency Certificates, and 196 full certificates in the Advanced Course, which includes shading from the flat and round, outline from the round, drawing from flowers, and industrial design; 1,107 Proficiency Certificates and 39 full certificates in the Mechanical Course, including Advanced Geometry and Perspective, Machine Drawing, Building Construction and Architectural Design; 286 Certificates in the Industrial Art Course, which includes Modelling in Clay, Wood Carving, Lithography and Painting on China; 1,245 Certificates for Extra Subjects, including Oil and Water Color Painting, &c., (not time studies); 212 Extra Certificates for Industrial Designs, &c., (not time studies); 14 Gold Medals, 64 Silver Medals, and 106 Bronze Medals.

III.—Abstract Showing the Number of Certificates Awarded for Drawing, etc, to Art Schools, Ladies' Colleges, etc.

Year.	Number of Art Schools, etc.	Primary Art Course.		Advanced course.		Mechanical course.		Industrial Art Course.	Extra Subjects.	Departmental medals, etc.			
		Proficiency certificates.	Full teachers' certificates.	Proficiency certificates.	Full teachers' certificates.	Proficiency Certificates.	Full teachers' certificates.	Proficiency Certificates.	Painting, modelling, wood-carving, etc.	Gold medals.	Silver medals.	Bronze medals.	Special certificates.
1883.....	1	124	.....	31	.....	1	.....	.....	.....	.....	.....	.....	.....
1888.....	57	2,979	133	151	9	50	2	24	108	1	1	4	1
1893.....	85	4,753	220	301	13	139	10	11	165	1	16	11	21
1894.....	71	3,915	153	280	24	134	3	18	113	1	4	10	21
1895.....	81	6,202	341	273	11	79	3	34	126	1	5	10	54
1896.....	68	4,356	265	379	17	42	3	38	142	1	4	10	.....
1897.....	55	2,648	114	370	18	54	.....	36	209	1	3	9	13
898..... ..	55	3,166	149	540	18	42	.....	30	171	1	2	11	14

Provincial Art Schools are established at Brockville, Hamilton, Kingston, London, Ottawa, St. Thomas and Toronto. The annual grant voted by the Legislature for these schools, including expenses for examination, &c., is $4,400.

Art Schools Exhibition. At the request of Her Excellency the Countess of Aberdeen and the representatives of the National Council of Women of Canada, who met in Ottawa in the month of May, 1898, I gave directions that the Annual Provincial Industrial Art Exhibition should be held in Ottawa during the time of the Women's Convention, and appointed Dr. S. P. May, Superintendent of Art Schools, to superintend the exhibition, which consisted of the ordinary sessional work sent to the Department for examination, viz., paintings in oil and water colors ; drawings from life ; outline and shading from the antique ; original industrial designs ; architectural designs and building construction ; machine drawing ; wood carving ; modelling in clay ; sculpture in marble ; lithography ; pen and ink sketches and photogravures ; china painting, etc.

Two large lecture rooms in the Ottawa Normal School were temporarily converted into Art Galleries, the light being properly adjusted in the day time and the rooms lit up by electric lamps in the evenings, the walls and blackboards were covered with the proper color groundwork for the display of the paintings, drawings, etc., and the rooms were appropriately decorated.

The exhibition was formally opened by His Excellency the Governor General on the 18th May, 1898.

The Exhibition was a great success and a pleasant surprise to the representatives from the United States and this Dominion who attended the convention, as well as the

people of Ottawa, including students and pupils from different educational institutions, who all expressed themselves as having no idea of the variety and excellence of art school work done in our Province.

The Countess of Aberdeen was so much impressed with the importance of the exhibit from an industrial standpoint in the employment of women, that she decided to give a gold medal, which was subsequently awarded to Loretto Abbey, Toronto, for its magnificent display of painting on china.

In connection with the Exhibition Dr. May gave an address on the History of Art Education in this Province. See Superintendent's report.

3. *Ontario Society of Artists.* This society receives an annual grant of $500 from the Legislature on condition that it holds an annual exhibition of the work of its members, and from pictures exhibited shall select two pictures to the value of $200, for permanent exhibition in the Museum of the Education Department.

The society has also to send me an annual report on the progress and advancement of art education in this Province.

During the past year the society held its annual exhibition; superintended the art department of the Toronto Industrial Exhibition, and was represented at the Loan Exhibition, Winnipeg; the Y. M. C. A. Loan, and Woman's Art Club, Toronto, and the Art Association of Montreal. In addition several of its members sent pictures to the Royal Academy, London, the Paris Salon, and the National Academy of Design, New York.

4. *Provincial Art Gallery.* In order to encourage native art I entered into an agreement with the Ontario Society of Artists to provide an annual collection of pictures in one of the galleries in the educational museum, from which collection paintings to the amount of $800, (in addition to $200, for two pictures to be selected by the Ontario Society of Artists from their annual exhibits) are to be purchased every year. The artists in their annual report say, "There can be no doubt that the influence of this patronage by the Ontario Government is already being felt, and will stimulate our work very beneficially."

The following pictures are now the property of, and are on exhibition in the Provincial Art Gallery:

Pictures selected from the annual exhibition by the Ontario Society of Artists:—Evening, W. E. Atkinson; A Quiet Pool, W. D. Blatchly; When the Tide is Low, R. F. Gagen; Notre Dame, Paris, F. McG. Knowles; Dartmore, C. M. Manly; Roses, Mrs. M. H. Reid.

Pictures selected by the Education Department:—Island Park, F. M. Bell-Smith; The Spring in the Hill, W. D. Blatchly; The Milkmaid, F. S. Challener; Farm House, A. P. Coleman; The Coast of Dorset, W. Cutts; Fine Weather, R. F. Gagen; The Pool of London, F. McG. Knowles; Tops of Mount Stephen, M. Matthews; The Stour, C. M. Manly. The Road Through the Beeches, T. M. Martin; Humber River, J. T. Rolph; The Gold Prospector, W. A. Sherwood; A Sunny Heath. Miss G. E. Spurr; Jeanne, Miss S. S. Tully.

5. *Literary and Scientific Institutions.* The following institutions receive financial aid from the Ontario Government, viz.:

Hamilton Literary and Scientific Association; Kingston School of Mining and Agricu ture; Ontario Historical Society; Ottawa Literary and Historical Society; Ottawa

l'Institut Canadien; Ottawa Field Naturalist Club; Ottawa St. Patrick's Literary and Scientific Association; Toronto, Canadian Institute; Toronto Astronomical Society.

Lectures are given by these Societies on various subjects, including Agriculture, Architecture, Astronomy, Botany, Biology, Chemistry, Electricity, Natural History Physics, etc., also in general and Canadian History and Literature. Museums are established in some of them, in others free evening classes on science, etc., are given.

The grants, $3,350, from the Legislature to these institutions are well expended, as they teach branches of knowledge which assist in developing the natural talent of our people, and enable them more successfully to compete against the skilled artisans of other countries.

The total number of institutions aided by grants from the Legislature in this branch of the Education Department is as follows:

Public and Free Libraries	384
Art Schools, etc	9
Literary and Scientific Institutions	9
Total	402

In addition about fifty Ladies' Colleges, etc., are affiliated with the Department for examination in the Fine Arts.

5. *Educational Museum.*—This museum, established by the late Rev. Dr. Ryerson, Chief Superintendent of Education, was opened to the public in 1856, at that time only one room on the first floor was set apart for museum purposes; gradually the whole of the rooms on this floor were filled, and the walls of the corridors, etc., had to be used for exhibiting busts, etc.; for the past few years increased accommodation was required, and it is gratifying to state that, after frequent applications by this department to the Legislature, in 1896, a special grant was voted for the erection of a new storey on the top of the old Education Department buildings. This has been completed and we now have five extra rooms, also two properly lighted picture galleries. The increased space has enabled me to add four extra departments to the museum.

(1) *Archæology.*—As the museum already contained an excellent collection of sculptured slabs, monuments, etc., illustrative of pre-historic and classical archæology, it was considered that a collection representing more particularly the Primitive Archæology of North America would be of great interest to the general public, and valuable to students in assisting them to trace the progressive stages of man from his savage state to that of civilization. Reports of this branch of the museum have been printed, as appendices to my annual report on Education.

(2) *Zoology.*—As Natural History museums are regarded as important agents in national education, it was considered advisable that our museum should commence collecting specimens of Natural History, and, as it was impossible for us to provide for a full representation of the Fauna of North America, we have been content with collecting specimens of Canadian mammals and birds, and in the near future we hope to have our fresh water fishes and reptiles well represented.

(3) *Botany.*—As Botany is now one of the studies in our schools, and is not altogether a "book study," but a subject which cannot be thoroughly taught without a study of plants, it was decided to establish an Herbarium of Canadian Plants, to assist pupils in different parts of the Province in ascertaining the proper methods of mounting specimens, classification, etc.

(4) *Provincial Art Gallery.*—In order to encourage native art talent, an agreement was entered into some two years ago between the Education Department and the Ontario Society of Artists, by which one of the large art galleries in the museum shall be annually filled with the most recent pictures of the members of the Society. The scheme has been successful and the artists acknowledge that it has assisted in developing more interest in their work, and an increased sale for their pictures.

As Sculpture is a kindred subject to painting, and has been considered in all ages as one of the most important branches of Art for perpetuating the memories of great and good men, I have encouraged this branch of Art by employing Canadian sculptors to model busts of distinguished Canadians, and although the annual amount at my disposal for this purpose is very small, I have succeeded in making a fair, representative collection of prominent Canadians. (See contents of museum, Department 4, Modern Sculpture)

CONTENTS OF THE MUSEUM.

1. Prehistoric and Classical Archæology.

Egyptian Antiquities representing Egyptian manners and customs from about 2,200 before the Christian era, down to the Mahommedan invasion of Egypt, A. D. 640, viz. : Statuary, top of Sarcophagus, writing on stone including the Rosetta stone with its hieroglyphic, demotic and greek inscriptions, from which was obtained the first real knowledge of Egyptian monumental writing, also a Coptic tablet showing the ancient writing of Egypt ; Egyptian Obelisks, and four reductions of Egyptian Obelisks still standing in Rome.

Assyrian Antiquities including Winged Divinities, Human-headed winged bull, Slabs of Shalmaneser II. besieging Damascus, Slabs illustrating hunting scenes and a banquet in the garden of Sardanapalus III., Inscriptions with cuneiform characters, etc.

Babylonian Antiquities.—Records of sales of land, etc.

Persian Antiquities.—Slabs from Persepolis which are supposed to have formed the walls of the palace of Darius, which was destroyed by Alexander.

Grecian Sculpture and Architecture including the Elgin and Phigalian marbles, also Icarius receiving Bacchus, and the Apotheosis of Homer.

2. Primitive Archæology.

This department of the Museum contains about twenty thousand specimens illustrative of primitive life in different parts of the world, but mainly in this Province. It is of great educational value. The specimens are all labelled and classified, so as to form

subject groups for study, in addition group labels explain the uses, or supposed uses of the objects, together with extent of occurrence, peculiarities, etc.

The collection contains three hundred crania showing the prevailing Iroquoisan, and Algonkian types, also a large collection of pottery, which in addition to numerous specimens from Ontario, represents the work of the Mound Builders, Aztecs, the Cliff Dwellers, the Pueblos, Nicaraguans and Costa Ricans of North America, and the Peruvians in South America.

During the past year Mr. Geo. E Laidlaw presented the Education Department with his collection of over three thousand specimens illustrative of the Archæology of Ontario. In recognition of this generous gift to the Museum, Mr. Laidlaw's collection has been classified and arranged in separate glass cases.

Other valuable collections have been presented by Messrs. T. F. Milne, Queensville; and W. C. Perry, Winnipeg; full particulars respecting gifts to the Museum will be found in the Archæological Reports, and the Education Department will at all times be prepared to acknowledge in a similar way gifts from other sources.

Students of Ethnology and Archæology are invited to examine this department of the Museum, which also contains a few typical specimens from the chief culture centres of the Continent, which can be compared with those of our own country; further information in regard to the scope and intention of this branch of the Museum may be obtained from Mr. Boyle, the Curator, who will be pleased to give them all necessary attention.

3. Antique Sculpture.

Large Groups and Statues. Mythological and Homeric, of Apollo, Bacchus, Boy Extracting a Thorn, Cupid and Psyche, Diana, Flora, Laocoon and his Sons, Urania, Venus de Medicis, Venus of Milo, Venus crouching, Venus rising from the Bath, and Wrestlers. Historic Statue—Cicero; also Mythological, Homeric and Egyptian statuettes and busts, (life size), and a large collection of Antique busts, (life size), including Grecian Kings, Generals, Statesmen, Philosophers, Orators, Poets, Physicians, etc., also Roman Consuls, Emperors. Generals, Orators, Poets, Warriors, etc.

4. Modern Sculpture.

Large Groups and Statues. Cupid, Cyparissus, The Graces, Greek Slave, Homeless Wanderer, Jeanne D'Arc, Magdalene, Psyche borne by Zephyrs, Pandora, Sleeping Child with Dog, Gibson's Venus, Young Naturalist. Statuettes, including groups by Rogers, of New York. Portrait Busts (life size) of English Kings and Queens, Military and Naval Men, Divines, Literary and Scientific Men, Poets, Musicians, Painters, Sculptors, Actors. Distinguished English Women, Celebrated Americans, etc., also Busts of Canadian Governor-Generals, Lieutenant-Governors of Ontario, Premiers of the Dominion of Canada, Premiers of Ontario Legislative Assembly, Judges, Distinguished and Prominent Divines, Educationists, etc.

5. Medallions and Art Reproductions in Fictile Ivory, Electrotypes, Etc.

Medallions of the Roman Pontiffs from A.D. 42 to A. D. 1878. Reproductions in Fictile Ivory of Grecian, Roman, Byzantine, Italian, French, German and English book-covers, etc. Electrotype reproductions of ancient Persian, Italian 16th Century, Portuguese 17th Century, Morocco, French, German and Flemish Salvers, Plates, Saltcellars, Bowls, etc. Great Seals of English Sovereigns, a Collection of Casts from impressions in Wax of the Seals of Edward the Confessor, also the Great Seals of England from the time of William the Conqueror, A. D. 106, to that of Her Majesty, Queen Victoria.

6. Curiosities, Antiques, etc., from Different Countries.

Swiss Costumes, Mediæval English Armour, Japanese Uniform, Japanese Clock, Vases and other curiosities.

7. European Paintings.

This collection (with the exception of a few originals) is copied from the original pictures of the old masters in various European galleries, and represents the following Schools of Painting, viz :—

Italian Schools. Tuscan or Florentine, Umbrian, Roman, Lombard, Venetian, Bolognese, Neapolitan, etc. Flemish School.—Dutch School.—German School.—French and Spanish Schools.

8. Canadian Paintings.

The Provincial Art Gallery contains 116 Oil and Water Color Paintings by the following artists :—W. E. Atkinson, F. M. Bell-Smith, W. D. Blatchly, G. Bruenech, F. S. Challener, A. P. Coleman, W. Cutts, J. W. L. Forster, R. F. Gagen, O. R. Jacobi, F. McG. Knowles, C. M. Manly, T. M. Martin, E. M. Martin, M. Matthews, L. R. O'Brien, G. A. Reid, Mrs. M. A. Reid, W. Revell, J. T. Rolph, W. A. Sherwood, G. E. Spurr, O. P. Staples, S. S. Tully, F. A. Verner.

9. Engravings and Etchings.

Engravings and Etchings after Italian, Flemish, Dutch, French and British masters.

10. Chromo-Lithographs.

These pictures copied from the paintings of the ancient Italian and Flemish Painters, are published by the Arundel Society, so named from Thomas Howard, Earl of Arundel, (in the reign of James I and Charles I.), who has been called the father of vertu in England.

11. Natural History.

Zoology. Canadian Mammals.—Order, Cheiroptera—Bats. Order Insectivora—Moles. Order Carnivora—Wolf, Canada Lynx, Raccoon, Foxes, Badger, Weasels, Skunk, Otter, Mink, Marten. Order Rodentia—Beaver, Muskrats, Porcupine, Hare Squirrels, and Chipmunk. Order Ruminantia—Moose, Heads of Elks and Red Deer, Mountain Sheep, etc. Australian Mammals—Order Marsupiala—Kangaroo. Order Monotremata—Duck-billed Platypus

Canadian Birds. The birds are named according to tho canons of nomenclature of the American Ornithologists Union, and mounted on artificial trees, rocks, etc., to show habitats. Order Raptores—(Birds of Prey)—Hawks, Eagles, Ospreys and Owls, 26 specimens. Insessores—(Perchers)—Night Hawks, Whip-Poor-Wills, Chimney Swifts, Humming Birds, Flycatchers, Larks, Jays, Ravens, Crows, Bobolinks, Cowbirds, Blackbirds, Meadow Larks, Orioles, Grackles, Grosbeaks, Finches, Sparrows, Buntings, Tanagers, Swallows, Waxwings, Shrikes, Warblers, Catbirds, Wrens, Nuthatch, Kinglets, Thrushes, and Bluebirds, 125 specimens; also a few nests with eggs and young birds. Order Scansores—(Climbers)—Cuckoos and Woodpeckers, 15 specimens. Order Columbæ—Passenger Pigeon. Order Rasores—(Scrapers)—Grouse, Ptarmigans and Prairie Hen, 6 specimens. Order Grallatores—(Waders)—Bitterns, Herons, Gallinule, Snipe, Sandpipers, and Plovers, 33 specimens. Order Natatores—(Swimmers)—Grebes, Loons, Puffins, Auks, Gulls, Terns, Cormorants, Mergansers, Ducks, Teals, Scoters and Canada Goose, 79 specimens. Also a typical collection of Australian Birds.

Botany. An Herbarium. (2,400 sheets of plants) has recently been added to the Museum. The collection embraces nearly all the flowering or Phanerogamous plants and the Vascular Acrogens of the Cryptogamous plants found in Ontario. The student of botany from any part of the Province will here have an opportunity of making himself practically acquainted with types of orders not found in his own neighborhood. A catalogue of these plants will be issued during the year.

Conchology. A large collection of shells from the West Indies.

12. School Apparatus, Globes, Etc.

This section of the Museum contains a large collection of school apparatus, including Anatomical Models, Globes and Astronomical Apparatus, Physical and Chemical Apparatus, etc.

VIII.—EMPIRE DAY.

The celebration of the sixtieth anniversary of Her Majesty's reign during the year 1897 throughout the British Empire, and the closer relations which the enthusiasm of that celebration aroused, suggested the propriety of adopting some means whereby the school children of the Dominion of Canada might have their minds specially directed to the great colonial empire of which Canada forms a part, and to the importance of studying its history, with a view to the strengthening of our relations with the Empire. The 24th of May was already observed as a public holiday, in commemoration of Her Majesty's birthday, but as the schools of this Province are closed on that day, and the pupils accordingly dismissed, there was no opportunity for bringing before them the relations of Canada to the Empire, or impressing upon their minds the great events which transpired during Her Majesty's reign. For purposes of instruction, the Queen's birthday was, therefore practically useless. Similarly, the advantages to be derived from the observance of the 1st of July, as a national holiday, were lost to the Public Schools of the Province, from the fact that the schools close on

the 30th day of June; besides the day is usually occupied with public fetes and other amusements, with which instruction in patriotism could not very well be combined. In any case, the idea involved in the celebration of the 24th of May or of the 1st of July did not quite meet the larger idea of a universal colonial empire, which I thought was important should be impressed upon the minds of the children of Canada.

Happily, by a favorable conjunction of circumstances, the Educational Association of the teachers of the whole Dominion held its triennial meeting at Halifax during 1898, and an opportunity was thus afforded of consulting this representative body with regard to the whole question. Owing to the summer session of the Ontario Legislature, I was unable to attend the meeting of the Association, but through the kindness of Dr. McKay, Chief Superintendent of the Province of Nova Scotia, the paper which I prepared on the subject was submitted to the teachers for consideration. This paper was as follows :—

"One of the questions which I intended to bring before the association was the selection of some day during the school year to be especially devoted to the cultivation of feelings of loyalty and attachment to our country and to the institutions under which we live.

SUGGESTED TITLES.

"In the month of May I corresponded with the superintendents of the different Provinces, asking for suggestions with regard to the title of such a day, and the time which would best suit the convenience of the schools. I am glad to be able to say that my enquiries evinced the most cordial approval of the proposal, and all that remains now is for the association to fix the day for commemoration and select a title.

"Among the titles suggested were the following : "Flag Day," "Britannia Day," "Patriotic Day," and "Empire Day." None of these titles, except the last, seems to be acceptable. I need not discuss them in detail. In regard to the first, I might say, however, that it is the title of a patriotic day in the United States, and although not on that ground objectionable, it is wanting in aptitude to our mode of thought and those notions of patriotism and loyalty which I think we should cultivate. Passing over the others without comment, I desire to express my strong preference for "Empire Day" as the title by which a patriotic day for the schools of Canada should be known.

1. "Empire Day" suggests that larger British sentiment which I think now prevails throughout the empire, and to which Canada has for many years contributed not a little. The proudest sentiment which the old Roman could express was "Civis Romanus sum." The greatest sentiment, as well as the most stirring which we could put into the minds and hearts of our ch ildren, in my opinion is "Civis Britannicus sum," and to give that sentiment its fullest force we should broaden it so as to include the whole British Empire.

2. "Whatever may be the destiny of Canada, and that is for posterity to say rather than for us just now, I am convinced that viewing the situation in the ligh of to-day Canada's prosperity can, with greater certainty, be assured as part of the

British Empire than in any other way. If circumstances require this opinion to be reversed as generations come and go (and no one can tell what the future has in store for any nation), then let our successors govern themselves accordingly. Let us be governed by the conditions with which we are confronted.

Day Before Queen's Birthday.

"As to the time most convenient for the celebration of such a day, from suggestions received and from a careful consideration of the whole question, I would respectfully advise that the school day immediately preceding the 24th of May be the day selected. This form of designating the day would overcome any difficulty that might arise when the 24th day of May fell on Saturday, Sunday or Monday. The 24th of May is a statutory holiday and the schools are consequently closed. It is a day which all British subjects hold in a spirit of the deepest respect for Her Most Gracious Majesty, for her pre-eminence as "mother, wife and Queen," and of profoundest loyalty to their country because of the privileges which as citizens they enjoy. If the school day immediately preceding the 24th of May is set apart as "Empire Day," the exercises which may be designed for the afternoon of that day will have (at least during Her Majesty's reign) a depth of feeling which perhaps they might not have at any other season of the year, and even if the day should be continued (and I think it properly might be) after Her Majesty's demise, for this and the next generation or two, the recollection of her illustrious reign will by reflection still quicken the pulse of the many hundreds of thousands of school children as they remember the greatness of the empire over which she reigned so long.

"The day preceding the 24th of May has other advantages As a rule the season of the year is particularly favorable either for indoor or outdoor exercises. The ratepayers are less occupied in their varied pursuits than at any season of the year; larger gatherings could be obtained at the various school houses than at any other season of the year; besides, our annual examinations are a month or six weeks later, and the attention devoted to the exercises peculiar to this day would disturb the work of the school less than perhaps at any other season of the year.

"I need not urge upon the Dominion Teachers Association the desirability of taking action in this matter. The association speaks for the whole Dominion. I think the voice of the people is in favor of a higher, a purer and less selfish patriotism than we perhaps possess now, and nowhere can better motives be planted for an ideal national life than in the school room. There can be no future for Canada worthy of the traditions of the lands from which she has been stocked, or worthy of the opportunities for nationhood which now seem to be thrust upon her, unless we gird up our loins and with a resolute and studied purpose endeavor to develop a national spirit. We are a young community, our educational advantages should make our patriotism broad and sympathetic. It is, therefore, in no narrow spirit, nor with a desire to exalt ourselves above our neighbors, nor to intrude upon the public in a blustering, arrogant manner our love of country, that we should approach this subject or celebrate such a day, should that be agreed upon. Canadian patriotism should be comprehensive, respectful, intelligent, and at the same time intense. Our history, our institutions and our future possibilities war

rant us in taking this ground, and the teachers of Canada have the culture and the mental and moral qualifications by which the highest type of the purest and most unselfish patriotism can be cultivated, and now is a good time to enter upon such a noble work."

This paper was referred to a committee which after full consideration reported in favour of the title of Empire Day, and the date recommended in my memorandum.

I am happy to say that the recommendation of the Educational Association has been adopted by the Province of Nova Scotia, and by the Protestant section of the Council of Public Instruction for the Province of Quebec. It has also been approved by the Education Department for this Province, and will appear on the Calendar of the Department for 1899. It is to be hoped that the inspectors and teachers of Ontario will render the day memorable in the history of the school children from year to year, as a day in which the progress of the Empire generally, and the Dominion of Canada in particular, will be considered, and in which the security of the liberties of our people, arising from our relation to the Empire, will be impressed upon the minds of the children of the Province. It is not intended that the day shall be a holiday in the ordinary sense of the term. Its primary object is fully set forth in the memorandum above quoted, and I am confident, with the co-operation of trustees and parents, it will contribute to the development of a Canadian sentiment which will react most favorably upon the future of the country.

IX.—ARBOR DAY.

In 1885 the first Friday in May was set apart by the Education Department as Arbor Day. The object of Arbor Day was to secure the improvement of school grounds, and, as far as was practicable, also, the renovation of the school premises. It is greatly to be deplored that so little attention is paid to the improvement of school premises, particularly in rural schools, where there is ample room for shade trees and flowers. The most noted defect in school premises, both in rural and in urban districts, is the very limited area set apart for the use and accommodation of the pupils. One fails to understand, in a Province like Ontario, where land is so cheap, why school grounds in rural districts do not consist of from two to three acres, instead of small paddocks generally of one-fourth to one-half of an acre. The consequences of such contracted premises are by no means unimportant.—

(1) It often happens that school children, instead of having the protection which the school premises should afford, carry on their games and sports on the public highway, to the inconvenience of the public, and at great risks to the pupils.

(2) Games, such as football and baseball, which should be encouraged in every Public School, are not played at all, because the premises are too small to conduct a game with any effect.

(3) When shade trees are planted in very small grounds, they sometimes obstruct the amusements of the pupils, and consequently suffer damage.

(4) Owing to the limited area, flower beds are impracticable, as it would be impossible to preserve them, and permit of any games.

For these reasons, it would be of immense advantage to the health and the enjoyment of the school population of the Province if school premises, where the land is available, were greatly enlarged, and ample room given to children to engage in such athletic sports or the usual children's games, as would help to develop their physical strength, and increase their interest in attending school. Since 1885, 269,613 trees have been planted; 15,491 of these in 1897.

X.—SCHOOL PREMISES.

I have been obliged several times to call the attention of inspectors to the unsanitary condition of the school premises. The following observations are worthy of notice,—

(1) In many cases the closets are placed too far from the school building.

(2) Trustees have made no provision for proper walks to the closets, so as to render them easily accessible in spring and autumn. In winter the difficulty is even greater, as the school premises are often filled with snowdrifts, and the provision for clearing paths to the closets is inadequate.

(3) The disinfecting of the school premises in spring and summer is very often neglected.

(4) Sufficient care is not observed with regard to the screening of the closets, and maintaining proper privacy with regard to their use.

Under the school law, where the sanitary condition of the school premises is disregarded, the inspector is authorized to withhold the grant until the health officer of the district certifies as to their cleanliness and safety. I should be very glad to assist in enforcing this regulation where there is palpable and persistent neglect.

School-rooms.

While the equipment of the schools of Ontario has been greatly improved in the last twenty years, there is still unmistakable negligence in the matter of internal cleanliness in many cases. The provision made for sweeping and washing floors is far from sufficient, and the walls and ceilings are not freshened annually by calsomine or paint, as they ought to be. In view of the rapid strides of consumption and fever, so properly emphasized by medical men and health officers, the importance of preserving the cleanliness of the school house and all its surroundings cannot be over-estimated.

Diploma for well-kept Schools.

In order to excite the emulation of teachers, pupils and school trustees, the Department prepared a diploma (a copy of which accompanies this report) to be awarded to every school in the Province on the report of the inspector. The attention of inspectors was called to this movement of the Department by the following circular, setting forth the conditions on which the diplomas were to be awarded:

Instructions to Public and Separate School Inspectors Respecting Diplomas for School Premises.

1. In order to secure greater attention to the requirements of the School Act and Regulations with regard to school houses and their equipment, and also to the improvement of the school premises, the Education Department proposes to issue a diploma annually to every Public and Separate School that complies *fully* with the conditions of Regulations 1 to 9 inclusive (Public School Act, 1896) respecting Public Schools. The diploma will be beautifully lithographed and suitable for framing, and Trustees are requested to have it framed and hung up in the school room.

2. In order to determine whether any Public or Separate School is entitled to a diploma, the Inspector should consider the following :—(*a*) *site*—healthfulness of situation, area, grading, drainage ; (*b*) *fences*, gates, walls, woodshed ; (*c*) *closets*—position, size, construction, screens, approaches and walks, cleanliness, regularity of disinfection ; (*d*) *water supply*—abundance, convenience, purity ; (*e*) *school yard*—tidiness, shade trees, flower beds ; (*f*) *school house*—state of repair, air space, floor space, cloak rooms, porches ; (*g*) *lighting*—position and size of windows, movability of sashes, blinds ; (*h*) *heating and ventilation*—flues for constant circulation of air when too cold to open windows, screen on stove, if any, thermometer ; (*i*) *furniture*—desks and seats for pupils and teacher, sanitary construction and suitability of size, means of preserving globes, maps, etc. ; (*j*) *equipment*—sufficiency and quality of blackboard, brushes, pointers, chalk, maps and charts, globe, dictionary, clock ; (*k*) *cleanliness and adornment*—porches, floors, walls, ledges, windows, ceiling, furniture, pictures, tablets, plants and other adornments ; (*l*) *special*—encyclopædia, library, bell in belfry, lunch room, gymnasium or play room, etc.

3. The Inspector shall make the examination for granting a diploma at one of his regular visits, and where possible in the presence of the Trustees and teacher. He shall report to the Minister of Education on or before the 1st of August each year such schools as are in his opinion entitled to a diploma.

4. Inspectors are requested to notify the Trustees of their intention to report upon the matters referred to in this circular, and to assist in enforcing the regulations of the Department already quoted. The school room and grounds of every Public and Separate School should be such object lessons of neatness, taste and cleanliness as would exert a permanent influence upon the habits and character of all who come in contact with them day by day.

Education Department, Toronto, May, 1898.

From the interest shown in this recognition of the department of cleanliness and good taste in the school room, I hope some of the objections referred to will be overcome, and that through the co operation of teachers and pupils, schools will very speedily become more attractive. In 1898, 597 diplomas were awarded. It is to be hoped that no inspector will, from any desire to ingratiate himself either with teachers or trustees, hesitate to construe the conditions on which diplomas are awarded with the utmost strictness. Far better wait a year, or even longer, to see if the deficiencies in the school are removed, than award a diploma until the school is entitled to it in every respect.

Decoration of School Rooms.

Every visitor to a public school, and in many cases even to a high school, must notice that the school walls are entirely devoid of the ordinary attractions of a private room, or even of some public offices. It is true that, owing to the efforts of the teachers and inspectors, Her Majesty's portrait was placed last year in about 2,000 schools. But beyond maps and charts—many of them by no means in good repair, and none of them particularly attractive—the school-rooms of the Province are not furnished with any object to attract the attention of the pupil, or to cultivate his taste. To gaze upon a blackboard for five or six hours a day, or to look around on bare walls is not very stimulating to the imagination of the child, nor does it materially improve his taste for the beautiful in art and nature. Even in summer there are no house plants in the school room on which the eye can rest with pleasure, no cabinets of natural history to excite his curiosity. This neglect is not owing to a want of taste on the part of the supporters of our public schools, but I think mainly to inadvertence, or perhaps to the want of leadership and organization. In the city of Toronto, there has been established a Women's Art League, for the express purpose of obtaining pictures, either as gifts or by purchase, for the decoration of the school-rooms of the city, and already very substantial progress has been made in that direction. The rooms of the Model school in connection with the Normal school have been rendered attractive through the Department of Education. In this way a beginning has been made in the decoration of school-rooms. In the State of Illinois, the ladies of the different school districts organized themselves into committees for the improvement of school premises, and the ornamentation of the school buildings, with very satisfactory results. I have no doubt if inspectors or teachers called the attention of the trustees to this matter, the whole condition of our school-rooms would be changed in a few years, and premises that offered no attraction whatever to the pupil would be materially imp oved. No child's education is complete or symmetrical who has not, in some way or other, been interested in the beautiful both in nature and in art.

XI.—MILITARY CADET CORPS.

By the School Act of 1871, provision was made for the military training of the pupils attending the High Schools of the Province, subject to such regulations as might be made in that behalf by the Department of Education. Owing to the large demand upon the Provincial Treasury for the general education of the people, it was felt that no grant could be made for military education. Last year, however, the sum of $500 was voted by the Legislature to be paid to such schools as organized Military Cadet Corps on the conditions prescribed by the Education Department.

In order that the course of military instruction might be in harmony with the methods authorized by the Militia Department of the Dominion, care was taken in drawing up regulations, to ascertain how far they conformed with the requirements of the Militia Service. After considerable correspondence with the Militia Department, the following regulations were agreed upon :

High School Cadet Corps

Classes in Military Instruction.

In accordance with the provisions of section 10 of the High Schools Act, 1896, any High School or Collegiate Institute Board may establish classes in military instruction, and shall be entitled to an annual grant of $50, under conditions detailed in the above section, and regulations as to examination and inspection prescribed by the Education Department.

In order that the conditions and regulations for the establishment of companies of High School Cadets might be in harmony with the military tactics sanctioned by the Militia Department, the Minister of Education submitted draft regulations to the Minister of Militia for his consideration. After consultation with the High School Inspectors and the officers of the Militia Department, the following regulations, which contain the conditions upon which the grant is to be paid, were approved :

1. High school cadet corps may be formed for instruction in military drill and training in the High Schools or Collegiate Institutes, but such corps shall on no account be employed in active service.

2. Application for permission to form a company shall be sent to the Minister of Education for Ontario for transmission to the Minister of Militia and Defence.

3. The following will be supplied to each company, free of charge, by the Department of Militia, on application through the Minister of Education :

(*a*) Breech loading rifles of the Snider-Enfield or other improved pattern with bayonet and scabbard complete.

(*b*) Accoutrements, consisting of a waist belt with ball-bag and bayonet frog.

4. The Board of Trustees shall make itself responsible by a written undertaking for the value of the arms and accoutrements to be entrusted to it, and shall return them in good order to the Department of Militia when required to do so.

5. The Board of Trustees shall provide a suitable room, fitted with lock-up arm racks, to be used as an armory, and shall satisfy the Department of Militia that the arms and accoutrements will receive proper care.

6. The company shall consist of not fewer than twenty-five young men, over sixteen years of age, actually attending the High School or Collegiate Institute.

7. On or before the first day of October, the Board of Trustees shall send to the Minister of Education, for transmission to the Department of Militia, a roll, signed by the then existing members of the company. On this roll shall be designated one suitable member of the company as captain, and two other suitable members as lieutenants. The Board of Trustees shall recommend from time to time other suitable persons to fill such vacancies as may occur in the list of officers, and shall maintain a company roll of not fewer than twenty-five members.

8. The Board of Trustees shall see that the members of its company are provided with a uniform forage cap, or other military head dress, as may be preferred. If the rest of the uniform is provided, it may be composed of a scarlet, blue, grey, or rifle green tunic or Norfolk jacket, with blue, black, grey, or rifle green trousers. The uniform, or any

part thereof, provided, shall be subject to the approval of the Minister of Militia. Clothing of any pattern worn by cadets or soldiers in foreign countries will not be approved.

9. The company shall be instructed in the course contained in the sections of the authorized Infantry Drill and Rifle Exercises detailed below. This instruction shall form part of the regular course in the High School or Collegiate Institute, and suitable days and hours shall be specified therefor in the regular time table of the school. Regular attendance and proper discipline shall be enforced by the principal of the school.

10. The Board of Trustees shall permit the inspection and examination of the arms and accoutrements, and of the cadet company, at any time, by any officer who may be detailed for that duty by the Minister of Militia.

11. The instructor of each cadet company shall be a regular member of the High School or Collegiate Institute staff, holding at least either a second class B military school certificate or a High School cadet instructor's certificate.

12. The course of instruction to be taken up by each company of the Ontario High School Cadet Corps shall be as follows :

Infantry Drill, 1896 :—

Part I. Squad Drill, sec. 1 to 45. Physical Drill, with arms, 16, 1st, 2nd, 3rd and 4th, practices by numbers and judging the time. Extended order, sec. 47 to 57.

Part II. Company Drill, sec. 58 to 75.

Part IX. Ceremonial, sec. 181 to 183.

Rifle Exercises ;—

Manual Firing and Bayonet Exercises for Canadian Militia, 1894. Manual Exercise for Short Rifle, page 23, Parts I., II., and III.

13. In May or June of each year, an officer, detailed for this duty by the Minister of Militia, shall examine and inspect each company and its arms and accoutrements, and shall report the result to the Adjutant General of Militia. On the report of the Minister of Militia to the Minister of Education for Ontario, that such inspection and examination have been satisfactory, the Minister of Education shall pay the sum of $50 for the current year to the Board of Trustees concerned.

In order to afford High School Teachers an opportunity of qualifying themselves to act as instructors of cadet companies, a special course of instruction will be provided in Toronto next July and August, lasting about one month. Details as to dates and other arrangements will be supplied by the Education Department on or about the first of May next. Teachers attending will be drilled by instructors from No. 2 Regimental Depot. At the close of the course, teachers in attendance, and such other teachers as may present themselves, will be examined by an officer of the Department. Each successful candidate will be granted a special certificate to be called "High School Cadet Instructor's Certificate."

The course of instruction for the certificate shall be as follows :

Infantry Drill, 1896 :—

Definitions as far as Tactics.

Part I. Squad drill, sec. 1 to 45. Physical drill, with arms, 16, 1st, 2nd, 3rd, and 4th, practices of numbers and judging the time. Extended order, sec. 47 to 57.

Part II. Company Drill, sec. 58 to 75.

Part IX. Ceremonial sec. 181 to 183,

Rifle Exercises :—

Manual Firing and Bayonet Exercise for the Canadian Militia, 1894, Parts I., II., and III.

Candidates at the examination will be required not only to show themselves proficient in the different exercises prescribed above, but also to be able to instruct a company or squad thereon.

The Minister of Militia has assured the Department that all pupils enrolled in a High School corps would be furnished with caps, belts, and rifles, and perhaps with side arms. I had hoped that something in the nature of a uniform would be supplied by the Militia Department, as it would greatly add to the interest which the boys would take in military drill to have a distinctive uniform. I hope the Militia Department may yet be able to meet my expectations in this respect.

Since the adoption of the regulations above quoted, cadet corps have been organized or are about to be organized, in connection with the Collegiate Institutes or High Schools in the following places :— Brantford, Goderich, Guelph, Lindsay, London, Morrisburg, Mt Forest, Napanee, Norwood, Owen Sound, Petrolea, Port Perry, St. Thomas, Toronto, Woodstock.

In 1899 I expect to see the number largely increased. At least one hundred of the High Schools of the Province should have one company of duly enrolled cadets.

Object of Military Drill.

The object of encouraging Military Drill in the High Schools of the Province is not for the purpose of cultivating a military spirit in an aggressive sense, or for the purpose of fastening for any time in the future upon the country a standing army of Canadian soldiers. Experience has shown that for young men from sixteen to twenty, no other drill so effectually develops manliness of form and bearing, as well as physical force and independence, as Military Drill. Besides, there is the additional advantage of training in promptness, obedience, attention, and even resoluteness, which are invaluable in the formation of strong character. The tendency to war would in no sense be aggravated by the military training provided through our High Schools and Collegiate Institutes.

High School Sports.

During the last few years the attention paid to High School sports and games has been very gratifying. Many High Schools have now regularly organized Football teams; in others Baseball and Lacrosse chiefly prevail. This tendency of High School life should be encouraged, within proper limits, by the trustees of every High School.

Within the limited space of an official report, it would be impossible to discuss the value of Athletics as part of a State System of education. It is the settled opinion of the best educators everywhere that any course of education is incomplete that does not afford, either directly or indirectly, opportunities for sports, to develop the manly qualities which enter into honorable competition in business and in public life. Much of the vigor enjoyed by the Anglo-Saxon race is owing to its sporting practices and traditions, and no better service can be rendered to the growing population of Canada than similar interest in such sports as attract people into the open air and encourage them to vigorous exercise.

XII.—DOMESTIC SCIENCE.

In recent years, the attention of school officers, particularly in urban districts and large manufacturing centres, has been attracted to the necessity of making some provision for training in Domestic Science. Among the artisan classes the men and women who are occupied from ten to twelve hours per day in manual labor of some kind or another during the greater part of the day, are consequently absent from their homes. Young women enter factories very often immediately on leaving the public school, and, as a consequence have had no training in housekeeping or cooking or the making of garments, all of which are important in domestic life. To meet this condition of things in the Old Country and in many of the States of the American Republic, classes in cooking have been opened in connection with the Public and High Schools, at which every girl from ten years old and upwards receives instruction in such branches of cooking as are necessary in every household. When instruction of this kind has been introduced, a schoolroom is fitted up as a kitchen with the necessary equipment, such as a cooking stove, tables, cupboards, etc. The equipment of a kitchen for cooking purposes is estimated at $175. The school children receive from one to two lessons per week and are taught to perform all the cooking exercises with their own hands, under the direction of a trained teacher.

In 1896 I visited the schools of Boston, New York, and other Eastern cities, with a view to ascertain the practical value of this subject as a school exercise, and returned greatly impressed with its usefulness as a branch of education, when properly taught, entirely apart from its practical value for the health and comfort of the home.

In introducing a new subject into the schools of the Province, the first difficulty is to obtain trained teachers. That is partly the difficulty with the introduction of Domestic Science. Possibly, public opinion has not yet been fully educated as to its value, and trustees may not, therefore, be prepared to place it on the course of study. The Education Department has, however, made provision for a course of lectures in connection with the Normal Schools at Ottawa and Toronto, so that every woman receiving a certificate from the Education Department now has some knowledge of the educational value of Domestic Science. The city of Kingston has provided for regular instruction in the public schools, and the city of Hamilton had a class during the greater part of 1897, but its operations have been suspended since the summer holidays.

Lectures and Text Book in Domestic Science.

In order that the public may be better informed as to the value of Domestic Science I asked Mrs. Adelaide Hoodless, of the city of Hamilton, who visited the best schools of the United States and had given a great deal of attention to the subject, to prepare a text book for the use of teachers and pupils as a basis of instruction in the subject. After consultation with the best authorities on the subject, Mrs. Hoodless submitted a text book, which has been duly authorized, and so far as I know, has been found very helpful.

In addition Mrs. Hoodless has been engaged to meet Boards of Trustees and others interested in the subject of Domestic Science, with a view to discuss its value and its aims as a subject for study in the Public and High Schools. Several such conferences were held during the year, from which it is expected, in the near future, that schools will be established in the leading cities of the Province.

Normal Training in Domestic Science.

Were it possible to establish a Provincial school for the training of teachers in Domestic Science, I have no doubt much greater progress would be made. In the meantime, teachers who are anxious to take up this branch of work, are obliged to go abroad for their training, as the training in Canada, although accepted temporarily is not as complete and thorough as might be desired.

XIII.—AGRICULTURE.

The Department has made several attempts to promote the study of agriculture in the public schools of the Province. Under the regulations in force for the last ten years, instruction has been given in agriculture in all the Model Schools in the country as well as in the Normal Schools, and every teacher authorized to teach a public school, during this period has had some training in the best methods of teaching the subject.

In 1891, public school trustees were, by regulation, authorized to introduce the subject of agriculture into the Fourth and Fifth forms of the school, and where such regulation was adopted, the inspector was required to report annually to the trustees as to the course taken by the pupils and their knowledge of the subject. Although this regulation has been in force for seven years, so far as I know, no board of school trustees has passed the necessary resolution, and, as a consequence, the subject receives very scant attention.

Text Books in Agriculture.

One reason alleged for the neglect of the study of agriculture was that the text book authorized by the Department was too technical, and was uninteresting to the pupils. In order to overcome this difficulty, arrangements were made by the Department with C. C. James, B.A., Deputy Minister of Agriculture, and formerly a member of the staff of the Agricultural College, to prepare a text book, so simple in its language and so elementary in its treatment of the subject as to be within the range of pupils from twelve to fifteen years of age. Early in the year, Mr. James submitted the manuscript of such a text book, and after fully considering its merits, it was duly authorized by the Department. The text book deals in a general way with the nature of soil and plant life, and also with horticulture, entomology, bee culture and road-making; considerable attention is paid to insectivorous pests. Many testimonials have been received from agriculturists in Canada and the United States with respect to the value of the text book, and I hope in the re-adjustment of the curriculum which is proposed for the next academic year, that I shall be able to make the subject of agriculture part of the teacher's non-professional course, at

least in rural schools, and by giving it examination value, secure for it the attention it deserves. While the Education Department does not entertain the idea that practical farming can to any extent be taught to the pupils of rural schools; there appears to be little room for doubt that a more intelligent interest in the processes of agriculture may be communicated to the pupils of both sexes than at present exists, and with that interest to start with, they are more likely to make agriculture the subject of study in after life.

Neither does the Education Department entertain the idea that by the study of agriculture in our public schools, farmers' sons can be prevented from leaving the farm and entering upon other vocations, if so inclined. It is to be regretted that urban life is preferred by many people to the industrious and frugal life of the farmer. Millions of acres are lying practically waste for the want of intelligent husbandry. Even where most attention is paid to agriculture, there is still room for improvement. Could we add to the rural population of the country but a tithe of the population now seeking employment in our towns and cities, we would add greatly to the wealth of the country, and at no time did agriculture need more scientific attention, in view of the competition and the low price of farm produce than it does at the present day.

The moral effect is not to be underestimated. I do not desire to make an invidious distinction between the moral atmosphere of the country and the town. Each has its advantages as well as its disadvantages. At all events, if we could preserve the equilibrium between the two, our national standing would be less likely to suffer and the stamina of our race which depends so much on outdoor exercise and good air, would be more likely to be maintained.

XIV.—MANUAL TRAINING.

For many years past, the educators of America and the continent have given a great deal of attention to the subject of Manual Training, by which is meant a knowledge of the principles underlying the construction of all objects of industrial value. As a subject of school work, Manual Training is said to possess special value.

(1) It gives variety to the exercises of the school room and has special interest for pupils of a mechanical turn of mind who otherwise might give little attention to the regular subjects of the curriculum. The interest awakened in this way is said to be often preliminary to a greater interest in intellectual studies.

(2) It promotes the development of manual dexterity which in the case of experts in many departments of industry seems almost to amount to a sixth sense. In many industrial pursuits, suppleness of hand and finger is of the utmost importance. Manual training assists in cultivating these qualities.

(3) As an intellectual pursuit, it cultivates observation, accuracy of form, dimension, color, proportion, etc. In any pursuit of life, these are intellectual aptitudes of great value, but more particularly to the artisan and the laboring classes.

(4) In Manual Training a pupil requires considerable knowledge of material, particularly of the different kinds of wood used in architecture, and in some cases of iron and other materials. This knowledge is a great stimulus to the mental activity of the child and can be made to minister to his usefulness in after-life.

(5) Where machinery is employed in connection with the course of study in Manual Training, the pupils are brought into contact with mechanical forces, all of which quicken their sensibilities and establish new relations between them and the active world into which they are so soon to enter.

(6) Then there is the general value in the way of developing habits of application, perseverance, attention and self-reliance, all of which are essential to success in any pursuit in life.

(7) And here the argument already used with reference to Agriculture, applies to Manual Training. The industrial wealth of the country is to a certain extent the counterpart of its agricultural wealth. They are not necessarily joined together, since we find in England and Belgium, particularly, great industrial wealth with comparatively very little agricultural activity. In the United States and France, a different condition of things exists. In Canada our agricultural development has exceeded our industrial development. There is, however, plenty of room for greater progress in regard to both and with more skilled labor and better early training in handicraft, doubtless our manufactures would be even more prosperous than they are. In conjunction with the æsthetic culture which is carried on in our Art Schools, there is no reason why the Canadian artisan should not take as high a place as the artisan of any other country, both as to the intrinsic merit of his work and its artistic value.

The School Trustees of the City of Kingston, feeling the importance of Manual Training has made provision for its introduction into the City Schools. I have examined specimens of the work and am pleased to report that the pupils give promise of great proficiency. I have examined similar work in several large cities in the United States, notably Boston, Newhaven and New York and feel convinced that the pupils of the Kingston Manual Training School have shown equal proficiency with these schools. I shall be glad if other Boards of Public School Trustees follow the example of the Kingston School.

XV.—TRUANCY.

In 1891 An Act was passed respecting truancy. The object of the Act was to secure the more regular attendance of pupils at the Public Schools, and particularly to deal with the parents who neglected to send their children regularly to school. Under the Truancy Act, every child between eight and fourteen years of age is required to attend school during the whole year, unless excused under the conditions provided by the Act. Boards of trustees are authorized to appoint truant officers and any person whose children do not attend school as provided in the Act is liable to the penalties provided by the Act.

From the report hereto annexed (see Table "M") it appears that 3,228 cases of truancy were reported in the whole Province, but that only 140 complaints were laid before a magistrate and only fifty-three convictions obtained. In the City of Toronto, although 1,056 cases were reported, there was no complaint and consequently no convictions. In addition to the number reported by the truant officers, 1,153 are reported as not attending any school. There is, therefore, evidently about 4,500 school children who

are growing up without practically any education, notwithstanding that the whole Province is heavily taxed for school purposes. This condition of things is greatly to be regretted, and calls for the immediate attention of the Legislature.

XVI.—KINDERGARTENS.

It is now fifteen years since Kindergartens were first established in the Province. It is very gratifying to report that this department of school work has greatly extended and has done much to temper and sweeten the life of a child in the early stages of his education.

Space would not admit of a full discussion of the educational value of the Kindergarten. Its general acceptance by the people of the Province is nevertheless worthy of notice. At the close of the last year there were 105 Kindergartens in operation, in charge of 223 teachers and attended by 10,693 pupils. The city of Toronto has led the Province in Kindergarten work, having 4,707 pupils in attendance, with 117 teachers; Hamilton follows with 1,280 pupils and 21 teachers; London with 1,139 pupils and 25 teachers. Other cities and towns in the Province are doing very commendable work. (See Table "N.")

XVII.—NIGHT SCHOOLS.

Twenty-five years ago the Night School was quite a feature of the educational work of the Province. Within the last few years, however, owing I assume to the improved condition of the Public and High Schools and the better education of the people as a whole, Night Schools have steadily declined and during the current year there were but eighteen in all, attended by 1,406 pupils. The evening classes in connection with the public libraries have, in some instances, taken the place of the Night Schools, conducted under the Public Schools Act.

XVIII.—COMMERCIAL EDUCATION.

The business activity of the age is calling for improved courses of commercial education in most countries, and the demands for what is termed a practical education are repeated from time to time. It is universally admitted that practical skill in every department of life requires intelligence and general mental activity. Educationists now fully recognize that intellectual skill and power are promoted by training in habits of observation and reflection. No better means of promoting this training can be secured than by providing the best instruction in Reading, Writing, Arithmetic, Literature, and the other ordinary subjects of an elementary school course. Indeed, it should not be forgotten that failures in life are due more largely to defects in character than to want of knowledge. Apart from this principle, it must be admitted that the subjects taught in our Public Schools are of the most practical character possible, and that no farmer, artisan or merchant could possibly dispense with a knowledge of the subjects of the prescribed course. If industrial training is to be promoted, it can only be made successful

by giving suitable instruction in the ordinary subjects of the school programme. Accordingly the Fifth Form of the public school provides a course in Book-keeping which will enable students to gain a knowledge of single and double entry; commercial forms, such as drafts, notes and cheques; general business transactions. This course is specially suitable for farmers and artisans, or for retail merchants and general traders. This course provides amply for a pupil of fourteen or fifteen years of age all the Book-keeping that he is capable of comprehending at that age.

Under amendments made in 1891 to the High Schools Act, regulations were prescribed for Commercial Specialists, thus giving in our High Schools and Collegiate Institutes a further impetus to the acquisition of a business education. The course of study prescribed for Commercial Specialists is a very extensive one, and it may be doubted if in any part of the world the school law calls for teachers of such high attainments in commercial subjects. The course for a Commercial Diploma, given below, shows how thoroughly the Education Department has provided for the commercial education of the young men and women of the country.

The course for Commercial Diploma consists of book-keeping, business forms and usages and stenography. Book-keeping shall be taken in six sets as follows;

Set I. shall show transactions extending over a period of two months, the transactions of the first month being done by Single Entry, and of the second by Double Entry, and showing the change from Single to Double Entry. Books to be used: Day Book (1st month). Journal Day Book (2nd month), Cash Book, Bill Book, and Ledger.

Set II. The transactions shall be the same as for Set I.; those of the first month being done by Double Entry, and of the second month by Single Entry, and showing the change from Double Entry to Single Entry. Books to be used: Four Column Journal with special columns for Mdse. Purchases and Sales (1st month), Day Book (2nd month), Cash Book, Bill Book, and Ledger.

Set III. A Double Entry set with two partners. Books to be used: Journal Day Book with a special column for Mdse. Sales, Cash Book, Invoice Book, Bill Book, and Ledger, the first three as books of original entry.

Set IV. A double Entry set; a continuation of Set III., the posting being done in the same Ledger. A third partner shall be admitted and the transactions shall include shipments and consignments. Books to be used: Journal Day Book, Cash Book, Invoice Book, Sales Book, Bill Book, and Ledger, the first four as books of original entry.

Set V. A Double Entry Set; a continuation of Set IV., the posting being done in a new Ledger. A fourth partner shall be admitted, and the transactions shall include wholesale merchandising, shipment companies, and merchandise companies. Books to be used: The same as for Set IV.

Set VI. A Set in Manufacturing. Books to be used: Journal Day Book, with a special column for Mdse. Sales, Cash Book, Time Book, and Ledger.

The Cash Book shall be a book of original entry in all of the Double Entry sets, various special columns being used in the different sets. A monthly Trial Balance shall be made in connection with Sets III., IV., and V., and Statements of Resources and

Liabilities, and of Losses and Gains for all of the Sets. The transactions in the different sets shall be different from year to year. The sets may recur triennially, and shall consist of not less than twenty pages of foolscap.

The book-keeping sets of pupils who write at the examination for a Commercial Certificate shall be sent, postpaid, to the Education Department, with the examination papers, and shall be certified by the teacher to be the work of the candidate.

Business Forms and Usages.—Negotiable paper; promissory notes; special notes; bills of exchange; acceptance; negotiation of bills, notes; cheques; collection of accounts, discharge and dishonor; special forms of due bills and orders; accounts, invoices and statements; interest; partnerships; receipts and releases; banking; and commercial correspondence.

Stenography.—At the examination in dictation in stenography, the candidate shall be required to have attained the rate of fifty words per minute. He shall also be required to transcribe his work into longhand at the rate of twelve words per minute. The dictated matter shall consist of business letters and legal documents.

XIX.—CONTINUATION CLASSES.

Under the provisions of Section 8 of the Public Schools Act of 1896, Continuation Classes have been established by many Public School Boards. Were every pupil attending our Public Schools in a position to attend a High School as soon as the course for the Fourth Form had been completed, the necessity for Continuation Classes would not be so apparent. It should be remembered, however, that there are 170 urban municipalities, consisting of towns and incorporated villages, in which no High Schools have been established, and in which large and efficient graded Public Schools are meeting the demands of the locality. The multiplicity of High Schools, even if regarded as objectionable, could not be avoided if no provision were made in these urban municipalities for doing work beyond that required for admission to a High School. It is not, however, only in these localities that Fifth Forms are necessary. In many rural school sections there are children whose parents are not in a position to send them away to a High School, and whose claims for consideration should not be ignored. In these days, when the "Rural School Problem" is pressing for solution in other countries as well as in Canada, it would be a very mistaken policy to adopt any method that would force children to attend a High School after having completed the work of the Fourth Form.

Regulation 21 has enabled the Education Department to distribute fairly among Public School Boards having Continuation Classes such sums as are voted for this purpose by the Legislature. In 1898, as well as in 1897, each school placed in Class (a) receives $100; in Class (b) $50, and in Class (c) $25. This mode of distributing the grant has proved very satisfactory. As a school in Class (a) is the only one doing the highest kind of Continuation work, there must be employed a First Class teacher as Principal, who devotes all his time to the instruction of those pupils who have passed the High School Entrance examination. In the case of those schools doing Continuation work, but which

cannot meet all the conditions for being enrolled in one of the three classes, a small grant has been paid for the success of pupils at the Public School Leaving examination. The abolition of the Primary examination will lead to some modification of the requirements for Continuation Classes, but the purposes will remain unchanged.

XX.—SCHOOL LIBRARIES.

It is to be regretted that so few Public School Boards have availed themselves of the provisions of the law to secure school libraries. In rural school sections, especially, there is a lamentable want of suitable reading matter for both children and parents. In urban municipalities, where Public Libraries have been established, this want may not be felt so seriously as in country districts. It too often happens, moreover, that the books selected for Public Libraries are better adapted to the needs of adults than to the children of our Public Schools. If any persons in the community deserve first consideration in this matter, they are undoubtedly the children of our schools. It must not be assumed that when trustees have provided teachers, they have done all that should be done in promoting the intellectual and moral growth of the pupils. To select a few books from some local library for the use of the school children is not enough. Even this is not done for many schools. What is really needed is a library in every Public School, where pupils may have ready access to the best works of literature in the English language.

In the case of High Schools and Collegiate Institutes, the most commendable efforts have been made by many Trustee Boards to provide the students with the best facilities for supplementary reading. The results are most satisfactory, and already very great progress has been made in the cultivation of a better taste for good reading among the pupils of such schools. In many respects, books for supplementary reading afford the very best opportunities for directing the attention of pupils to the choicest works in literature. With the vast number of books available much discrimination is needed if the attention of children is to be wisely directed, and so, in most of our High Schools and Collegiate Institutes, a course of reading is recommended for the pupils of the different forms. A catalogue of books prepared for this purpose has proved of much service in the selection of suitable works in literature. For those who never go beyond the High Schools the taste has been so cultivated that inferior works in literature will be avoided. Indeed, it must not be forgotten that one of the chief aims of a pupil's training should be to inculcate such habits as will lead to industrious and discriminating reading in after life. If the trustees of each rural school would expend even $5 each year upon supplementary reading, a valuable library would be secured in a very short time, which would prove of incalculable advantage at least to those whose homes may be poorly provided with literature, and whose taste for good reading has been neglected.

I have the honor to be,

Your Honor's obedient servant,

EDUCATION DEPARTMENT,
TORONTO, January, 1899.

GEO. W. ROSS,
Minister of Education.

BALACLAVA STREET SCHOOL, ST. THOMAS.

APPENDICES.

APPENDIX A.

STATISTICAL TABLES.

I.—TABLE A.—The

School Population.—Pupil

Counties. (Including incorporated villages, but not cities or towns).	School population, between 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils of all ages attending school.	Boys.	Girls.
1 Brant	4,108	14	3,313	2	3,329	1,762	1,567
2 Bruce	15,211	28	12,559	13	12,600	6,673	5,927
3 Carleton	8,453	23	6,800	7	6,830	3,551	3,279
4 Dundas	5,537	25	4,743	2	4,770	2,497	2,273
5 Dufferin	5,498	19	5,098	9	5,126	2,791	2,335
6 Durham	5,895	20	5,246	1	5,267	2,737	2,530
7 Elgin	8,005	9	6,694	7	6,710	3,540	3,170
8 Essex	11,033	36	8,617	7	8,660	4,532	4,128
9 Frontenac	6,946	74	6,095	2	6,171	3,259	2,912
10 Glengarry	5,042	37	4,296	.....	4,333	2,275	2,058
11 Grey	16,511	101	14,538	23	14,662	7,749	6,913
12 Haldimand	6,612	23	4,938	2	4,963	2,638	2,325
13 Haliburton and N. E Muskoka	4,566	32	3,891	6	3,929	2,173	1,756
14 Halton	5,033	2	3,880	.....	3,882	1,991	1,891
15 Hastings	12,085	23	9,244	4	9,271	4,879	4,392
16 Huron	16,013	25	12,381	9	12,415	6,540	5,875
17 Kent	10,874	51	8,990	2	9,043	4,732	4,311
18 Lambton	12,087	39	10,215	4	10,258	5,362	4,896
19 Lanark	6,358	29	4,884	1	4,914	2,546	2,368
20 Leeds and Grenville	12,060	71	10,146	8	10,225	5,323	4,902
21 Lennox and Add	5,550	4	4,838	.....	4,842	2,514	2,328
22 Lincoln	5,589	14	4,098	1	4,113	2,175	1,938
23 Middlesex	13,653	16	10,845	9	10,870	5,767	5,103
24 Norfolk	8,918	33	6,585	4	6,622	3,528	3,094
25 Northumberland	8,267	17	6,777	4	6,798	3,597	3,201
26 Ontario	9,131	21	8,183	7	8,211	4,388	3,823
27 Oxford	9,913	10	7,748	4	7,762	4,021	3,741
28 Peel	6,602	20	4,665	12	4,697	2,553	2,144
29 Perth	11,462	13	7,323	6	7,342	3,980	3,362
30 Peterborough	7,314	34	5,720	2	5,756	2,960	2,796
31 Prescott and Russell	8,788	47	5,833	7	5,887	3,030	2,857
32 Prince Edward	3,630	16	3,228	5	3,249	1,675	1,574
33 Renfrew	11,115	32	7,876	9	7,917	3,979	3,938
34 Simcoe & W. Musk'a	18,584	37	16,491	12	16,540	8,862	7,678
35 Stormont	5,297	16	4,317	2	4,335	2,272	2,063
36 Victoria & S. E. Mus.	9,127	29	7,312	7	7,348	4,035	3,313
37 Waterloo	9,914	7	7,207	7	7,221	3,875	3,346
38 Welland	6,867	12	5,618	.....	5,630	2,934	2,696
39 Wellington	13,474	42	9,372	6	9,420	5,034	4,386
40 Wentworth	7,147	6	5,320	4	5,330	2,821	2,509
41 York	15,311	32	12,234	.....	12,266	6,608	5,658
42 Districts	13,780	93	12,188	19	12,300	6,369	5,931
Total	387,360	1,232	310,346	236	311,814	164,527	147,287
Cities.							
1 Belleville	2,634	.....	1,650	.. ..	1,650	852	798
2 Brantford	2,896	.....	2,601	.....	2,601	1,328	1,273
3 Chatham	2,736	.....	1,876	.....	1,876	953	923
4 Guelph	3,495	....	1,859	1	1,860	926	934
5 Hamilton	14,163	.....	8,935	1	8,936	4,516	4,420
6 Kingston	5,786	.....	2,668	.....	2,668	1,316	1,352
7 London	8,893	.....	5,836	.....	5,836	3,030	2,806
8 Ottawa	15,531	.....	4,899	.....	4,899	2,627	2,272
9 St. Catharines	2,986	.....	1,571	.....	1,571	786	785
10 St. Thomas	2,801	.....	2,140	.....	2,140	1,071	1,069
11 Stratford	3,527	.....	1,663	.....	1,663	861	802
12 Toronto	45,617	1	29,389	.....	29,390	14,915	14,475
13 Windsor	3,213	2	2,265	.....	2,267	1,187	1,080
Total	114,278	3	67,352	2	67,357	34,368	32,989

Public Schools.

attending the Public Schools.

	Attending less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to the whole year.	No. of children 8 to 14 (inc.) who did not attend any school during the year.	No. of children 8 to 14 (inc.) who did not attend any school for 100 days during the year.	Average attendance of pupils.	Percentage of average to total attendance.
1	234	443	671	787	1,065	129	12	480	1,879	56
2	959	1,629	2,556	2,874	4,306	276	126	2,199	6,792	54
3	725	1,085	1,599	1,602	1,668	151	30	1,643	3,284	48
4	407	624	956	1,101	1,593	89	13	896	2,561	53
5	576	870	1,230	1,176	1,166	108	35	1,226	2,339	46
6	449	725	1,074	1,271	1,521	227	20	870	2,726	52
7	515	848	1,296	1,615	2,214	222	14	953	3,714	56
8	822	1,212	2,099	2,162	2,281	84	171	2,241	4,178	48
9	910	1,263	1,454	1,341	1,122	81	60	1,522	2,501	41
10	548	735	1,116	1,023	893	18	19	1,200	1,912	44
11	1,566	2,413	3,451	3,354	3,506	372	58	2,977	6,598	45
12	246	520	878	1,199	1,832	288	41	534	3,058	41
13	566	791	1,014	779	726	53	130	1,282	1,619	42
14	230	462	781	963	1,379	67	5	390	2,153	55
15	945	1,455	2,028	2,028	2,558	257	97	2,101	4,674	50
16	757	1,471	2,416	2,993	4,331	447	28	1,572	7,083	57
17	951	1,421	2,098	2,067	2,314	192	43	2,050	4,225	47
18	804	1,275	2,005	2,399	3,574	201	21	1,359	5,677	55
19	445	620	1,009	1,078	1,583	179	17	1,085	2,632	54
20	1,080	1,559	2,297	2,356	2,716	217	27	2,060	4,926	48
21	524	800	1,047	1,061	1,300	110	59	1,237	2,284	47
22	290	530	966	898	1,341	88	7	861	2,159	52
23	731	1,215	2,093	2,786	3,806	239	50	1,455	5,622	52
24	625	1,060	1,494	1,508	1,771	164	6	1,165	3,321	50
25	520	990	1,474	1,547	2,076	191	87	1,247	3,562	52
26	582	1,138	1,783	1,832	2,578	298	33	1,142	4,644	57
27	465	1,020	1,495	1,865	2,656	261	33	963	4,473	57
28	367	636	1,091	1,163	1,339	101	16	826	2,302	49
29	406	875	1,709	1,851	2,318	183	28	1,288	3,987	56
30	545	903	1,263	1,316	1,631	98	109	1,272	2,787	49
31	696	1,040	1,440	1,324	1,327	60	132	1,670	2,636	47
32	299	484	632	693	1,010	131	7	577	1,161	51
33	985	1,334	2,099	1,740	1,634	125	.....	2,154	3,495	44
34	1,349	2,620	3,840	3,932	4,085	714	93	2,231	7,972	48
35	511	675	967	1,028	1,058	96	9	879	2,038	48
36	795	1,226	1,823	1,682	1,712	110	53	1,625	3,545	48
37	237	624	1,217	1,582	3,095	466	23	769	4,602	64
38	427	791	1,328	1,270	1,713	101	9	881	2,882	51
39	664	1,307	2,143	2,275	2,802	229	112	1,601	5,003	53
40	352	717	1,260	1,256	1,619	126	9	911	2,861	55
41	897	1,742	2,788	2,768	3,727	344	111	1,934	6,501	53
42	1,794	2,378	3,095	2,525	2,240	268	182	3,290	5,004	41
	27,796	45,526	69,075	72,070	89,186	8,161	2,135	58,618	157,882	51
1	97	149	256	348	794	6	23	210	1,031	62
2	59	153	465	510	1,414	.....	.....	380	1,888	73
3	84	135	390	339	928	.....	.....	315	1,114	60
4	24	81	232	355	1,168	.....	.....	.....	1,360	74
5	160	508	1,266	1,450	5,552	.....	.....	675	6,687	75
6	76	159	445	515	1,473	.....	.....	193	2,014	76
7	165	391	857	1,161	3,262	.....	.....	689	4,040	70
8	188	383	915	919	2,494	.....	.....	732	3,355	69
9	60	115	291	304	801	.....	.....	93	1,074	68
10	43	115	276	439	1,267	.....	.....	172	1,562	73
11	53	88	225	347	950	.....	.....	165	1,147	69
12	887	1,749	4,486	5,382	16,886	.....	.....	.....	23,033	78
13	90	163	376	414	1,224	.....	.....	310	1,791	79
	1,986	4,189	10,480	12,483	38,213	6	23	3,934	50,096	74

I.—TABLE A.—The

Towns.	School Population.—Pupils						
	School population between 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils of all ages attending school.	Boys.	Girls.
1 Alliston	546		346		346	185	161
2 Almonte	709		386		386	188	198
3 Amherstburg	542		284		284	147	137
4 Arnprior	727		603		603	316	287
5 Aurora	524		382		382	187	195
6 Aylmer	582		483		483	220	263
7 Barrie	1,553	1	1,372		1,373	710	663
8 Berlin	2,729		1,388		1,388	749	639
9 Blenheim	591		456		456	245	211
10 Bothwell	281		244		244	136	108
11 Bowmanville	894		602		602	304	298
12 Bracebridge	827		719		719	375	344
13 Brampton	712		589		589	316	273
14 Brockville	2,721		1,451		1,451	725	726
15 Carleton Place	1,373	2	891		893	450	443
16 Clinton	650		556		556	299	257
17 Cobourg	1,114		649		649	319	330
18 Collingwood	2,083		1,256		1,256	630	626
19 Cornwall	1,093	2	644		646	323	323
20 Deseronto	1,061		651		651	304	347
21 Dresden	541		454		454	201	253
22 Dundas	876		581		581	315	266
23 Durham	471		471		471	241	230
24 Essex	458		400		400	202	198
25 Forest	407	3	345		348	176	172
26 Fort William	696	6	626		632	316	316
27 Galt	1,854		1,506		1,506	777	729
28 Gananoque	967		757		757	412	345
29 Goderich	1,060		756		756	391	365
30 Gore Bay	250		195	3	198	97	101
31 Gravenhurst	1,027		630		630	318	312
32 Harriston	566		421		421	207	214
33 Ingersoll	1,098		775		775	388	387
34 Kincardine	776		535		535	275	260
35 Leamington	708		559		559	282	277
36 Lindsay	1,160		1,058		1,058	546	512
37 Listowel	832		620		620	341	279
38 Little Current	291	7	206		213	110	103
39 Mattawa	700		123		123	58	65
40 Meaford	859		427		427	229	198
41 Midland	715		673		673	360	313
42 Milton	484		391	1	392	194	198
43 Mitchell	677		521		521	259	262
44 Mount Forest	712		554		554	304	250
45 Napanee	939		671		671	350	321
46 Newmarket	684	1	396		397	210	187
47 Niagara	358		286		286	153	133
48 Niagara Falls	1,078		642	1	643	336	307
49 North Bay	910		420		420	191	229
50 North Toronto	600		446		446	213	233
51 Oakville	349		327		327	159	168
52 Orangeville	704		554		554	259	295
53 Orillia	1,803		1,135		1,135	548	587
54 Oshawa	1,230		802		802	387	415
55 Owen Sound	1,895		1,446		1,446	723	723
56 Palmerston	698		512		512	258	254
57 Parkhill	460		330		330	172	158
58 Paris	904		592		592	302	290
59 Parry Sound	746	1	707	1	709	369	340
60 Pembroke	1,156		650		650	337	313

Public Schools.

attending the Public Schools.

	Attending less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to the whole year.	No. of children 8 to 14 (inc.) who did not attend any school during the year.	No. of children 8 to 14 (inc.) who did not attend any school for 100 days during the year.	Average attendance of pupils.	Percentage of average to total attendance.
1	22	29	59	66	170	.....	.....	38	212	62
2	11	20	50	70	235	.....	.....	19	280	72
3	7	29	67	62	119	.....	.....	48	180	64
4	28	56	124	106	289	.....	.....	115	378	63
5	17	46	75	84	160	.....	.....	122	230	60
6	8	27	97	84	267	.....	.....	8	358	74
7	92	165	294	293	529	.....	.....	232	780	57
8	37	82	131	281	857	.....	.....	176	987	71
9	13	40	70	106	227	.....	.....	57	301	66
10	20	24	61	53	86	.....	.....	47	135	55
11	25	29	92	125	331	.....	.....	40	413	69
12	52	106	209	183	169	.....	.....	152	334	46
13	16	41	84	118	330	.....	.....	23	427	73
14	32	87	102	287	843	.....	.....	81	993	69
15	33	63	152	212	433	.....	.....	77	590	66
16	21	29	81	106	319	.....	.....	10	394	71
17	12	42	98	151	346	.....	.....	53	443	68
18	61	101	202	277	613	2	.....	144	848	68
19	33	42	101	124	346	.....	.....	127	443	69
20	33	54	100	117	347	.....	.....	100	438	68
21	25	33	74	86	236	.....	12	45	285	63
22	13	34	53	82	392	7	.....	.....	420	71
23	19	38	73	97	244	.....	.....	52	268	57
24	30	39	94	109	128	.....	.....	74	226	57
25	6	22	33	86	201	.....	.....	20	253	74
26	49	69	187	155	172	.....	.....	181	317	50
27	34	73	181	288	930	.....	.....	150	1,073	71
28	53	52	110	133	419	.....	.....	65	522	69
29	21	51	119	179	386	.....	.....	.....	516	68
30	12	22	43	40	81	.....	.....	8	79	40
31	46	87	126	154	217	.....	.....	59	347	55
32	13	26	57	80	245	.....	.....	.....	295	70
33	23	59	151	162	380	.....	.....	139	517	67
34	17	40	98	150	230	.....	.....	.....	336	63
35	31	52	94	142	240	.....	.....	76	354	64
36	15	52	138	182	671	.....	.....	63	804	76
37	30	38	103	124	325	.....	.....	92	451	73
38	4	18	20	89	82	.....	.....	38	100	47
39	9	8	37	32	37	.....	.....	7	74	60
40	10	35	72	84	226	.....	.....	55	295	69
41	28	69	136	117	323	.....	.....	137	424	63
42	10	25	63	65	229	.....	1	27	266	68
43	8	17	73	96	327	.....	3	5	376	72
44	24	35	93	103	299	.....	.....	59	382	69
45	18	55	106	136	356	.....	.....	85	463	69
46	12	25	62	87	211	.....	.....	22	278	70
47	20	32	76	87	71	.....	.....	75	152	54
48	14	39	110	158	322	.....	.....	62	450	70
49	16	38	80	110	176	.....	.....	18	257	61
50	28	52	89	105	172	.....	.....	89	262	59
51	9	23	59	77	159	.....	4	9	225	69
52	31	29	99	138	257	.....	.....	57	366	66
53	50	104	175	215	591	.....	.....	95	756	67
54	25	61	107	164	445	.....	.....	83	560	70
55	45	106	174	292	829	.....	.....	110	1,002	69
56	24	38	76	69	305	.....	.....	19	341	67
57	9	19	54	70	178	.....	.....	67	205	63
58	5	35	112	116	324	.....	.....	.....	434	72
59	56	78	137	147	291	.....	.....	89	415	59
60	36	50	89	128	347	.....	.....	17	469	72

I.—TABLE A.—The

	Towns.	School population between 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils of all ages attending school.	Boys.	Girls.
		School Population.—Pupils						
61	Penetanguishene	575		305		305	140	165
62	Perth	985		605		605	295	310
63	Peterborough	2,990		1 731		1,731	873	858
64	Petrolea	1,375		1,125		1,125	562	563
65	Picton	937	2	631		633	334	299
66	Port Arthur	927		466		466	234	232
67	Port Hope	1,004		896		896	432	464
68	Prescott	684		361		361	168	193
69	Rat Portage	928		787		787	425	362
70	Renfrew	814		448		448	217	231
71	Ridgetown	699		547		547	270	277
72	Sandwich	432	3	288		291	141	150
73	Sarnia	1,932		1,303		1,303	680	623
74	Sault Ste. Marie	899		814		814	400	414
75	Seaforth	758		525		525	268	257
76	Simcoe	767		529		529	290	239
77	Smith's Falls	1,115		911		911	467	444
78	Stayner	590		355		355	176	179
79	Sturgeon Falls	145	2	75		77	50	27
80	St. Mary's	897		826		826	399	427
81	Strathroy	732		596	1	597	292	305
82	Sudbury	447		194		194	90	104
83	Thessalon	235		258	1	259	126	133
84	Thornbury	355		232		232	129	103
85	Thorold	596		357		357	198	159
86	Tilsonburg	496		448		448	217	231
87	Toronto Junction	1,645		1,609		1,609	833	776
88	Trenton	1,300		674		674	327	347
89	Uxbridge	595		448		448	221	227
90	Vankleekhill	795	4	228		232	124	108
91	Walkerton	898		551		551	268	283
92	Walkerville	368		235		235	126	109
93	Wallaceburg	937		666		666	333	333
94	Waterloo	986		635		635	309	326
95	Welland	450		412		412	219	193
96	Whitby	847		501		501	279	222
97	Wiarton	701		584		584	307	277
98	Wingham	685		570		570	290	280
99	Woodstock	1,885		1,766		1,776	837	929
	Total	88,417	34	61,944	8	61,986	31,440	30,546
	Totals.							
	Counties, etc	387,360	1,232	310,346	236	311,814	164,527	147,287
	Cities	114,278	3	67,352	2	67,357	34,368	32,989
	Towns	88,417	34	61,944	8	61,986	31,440	30,546
	Grand total, 1897	590,055	1,239	439,642	246	441,157	230,335	210,822
	" 1896	591,717	1,334	439,459	369	441,102	230,691	210,411
	Increase			183		55		411
	Decrease	1,662	65		63		356	
	Percentage		.28	99.66	.6		52	48

Public Schools.

attending the Public Schools.

	Attending less than 20 days during the year	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to the whole year.	No. of children 8 to 14 (inc.) who did not attend any school during the year.	No. of children 8 to 14 (inc.) who did not attend any school for 100 days during the year.	Average attendance of pupils	Percentage of average to total attendance.
'61	43	45	52	63	102	.....	.....	.....	147	48
'62	23	34	89	115	344	.....	.....	60	427	70
63	49	123	258	361	940	.....	.....	103	1,209	70
'64	36	62	152	223	652	.....	.....	61	771	69
'65	26	55	120	175	257	.....	.....	68	388	61
66	17	48	76	97	228	.....	.....	43	309	66
'67	24	52	130	189	501	.....	.....	49	629	70
'68	14	27	51	71	198	.....	17	9	273	76
69	54	106	199	181	247	.....	.....	118	472	60
70	24	31	83	106	204	.....	.....	49	281	64
71	30	44	90	122	261	.....	.....	88	352	64
72	17	31	81	76	86	.....	20	43	157	55
73	54	112	208	251	678	.....	.....	58	866	67
74	83	121	179	184	247	.....	.....	96	435	54
75	10	30	90	123	272	.....	.....	44	362	69
76	39	46	97	156	191	.....	6	68	308	58
77	47	69	144	190	461	.....	.....	133	596	66
78	20	35	125	96	79	.....	.....	69	225	64
79	7	8	20	16	26	.....	.....	.....	42	55
80	30	66	358	304	68	.....	.....	49	394	48
81	20	45	93	134	305	.....	.....	19	398	67
82	14	26	38	37	79	.....	2	30	113	58
83	28	47	62	60	62	.....	.....	72	127	50
84	7	32	43	49	101	.....	.....	34	148	64
85	10	35	43	101	168	.....	.....	12	222	62
86	15	36	74	114	209	.....	.....	18	299	68
87	129	205	352	342	581	.....	.....	444	900	56
88	41	69	112	149	303	.....	.....	60	419	62
89	21	33	53	104	237	.....	.....	89	318	71
90	15	12	30	57	118	.....	.....	28	152	66
91	14	35	69	102	331	.....	.....	12	390	73
92	7	15	30	55	128	.....	.....	23	166	71
93	33	62	130	141	300	.....	20	97	415	63
94	15	45	59	124	392	.....	.....	31	468	74
95	18	34	89	86	185	.....	.....	52	259	63
96	21	30	83	113	254	.....	.....	.....	345	69
97	42	71	108	125	238	.....	.....	51	318	54
98	32	42	93	102	297	4	.....	41	378	66
99	44	101	247	338	1,036	.....	.....	.....	1,313	74
	2,664	5,010	10,592	13,271	30,436	13	85	6,239	40,570	66
1	27,796	45,526	69,075	72,070	89,186	8,161	2,135	58,618	157,882	51
2	1,986	4,189	10,480	12,483	38,213	6	23	3,934	50,096	74
3	2,264	5,010	10,592	13,271	30,436	13	85	6,239	40,570	66
4	32,446	54,725	90,147	97,824	157,835	8,180	2,243	68,791	248,548	56
5	32,595	56,005	90,166	99,683	153,154	9,499	2,711	70,209	246,724	56
6	.....	.....	.....	.....	4,681	.....	.....	.....	1,824	.....
7	149	1,280	19	1,859	.....	1,319	468	1,418	.....	.....
8	7	12	21	22	36	2	.....	.....	.....	.....

II.—TABLE B.—

Number of pupils in

Counties. (Including incorporated villages, but not cities or towns.)	Reading.						Writing.	Arithmetic.	Drawing.
	1st Reader, Part I.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.			
1 Brant	612	440	627	789	653	208	3,329	3,329	3,329
2 Bruce	2,230	1,916	2,220	2,776	2,679	779	12,404	12,497	12,196
3 Carleton	1,574	1,009	1,449	1,318	1,180	300	6,436	6,651	6,159
4 Dufferin	1,115	719	825	1,103	1,032	332	4,946	5,032	4,857
5 Dundas	1,233	771	950	823	754	239	4,677	4,738	4,577
6 Durham	945	750	1,216	1,049	1,015	292	5,269	5,269	5,269
7 Elgin	1,373	918	1,303	1,327	1,274	515	6,575	6,639	6,294
8 Essex	2,594	1,502	1,702	1,541	1,121	200	8,386	8,510	7,963
9 Frontenac	1,550	866	943	1,337	1,254	221	5,508	5,840	5,084
10 Glengarry	1,263	714	928	741	579	108	4,310	4,331	4,178
11 Grey	3,522	2,226	3,048	3,065	2,308	493	14,144	14,426	12,290
12 Haldimand	929	707	1,044	963	1,097	223	4,767	4,882	4,354
13 Haliburton and N. E. Muskoka	1,066	716	768	800	522	57	3,574	3,510	3,245
14 Halton	888	600	624	751	768	251	3,882	3,882	3,882
15 Hastings	2,581	1,838	1,736	1,634	1,227	255	9,085	9,209	8,782
16 Huron	2,122	1,626	2,265	2,804	2,671	927	10,970	12,113	11,519
17 Kent	2,322	1,415	1,744	1,477	1,549	536	8,621	8,707	8,447
18 Lambton	2,436	1,766	1,688	1,944	1,866	618	10,092	10,199	9,876
19 Lanark	1,319	821	977	952	683	162	4,914	4,914	4,914
20 Leeds and Grenville	2,182	1,392	1,984	2,105	2,182	380	9,552	9,843	9,313
21 Lennox & Addington	962	608	903	1,123	1,018	228	4,842	4,842	4,482
22 Lincoln	854	509	723	885	1,065	77	3,965	4,002	3,800
23 Middlesex	1,938	1,643	1,828	2,336	2,381	744	10,737	10,752	10,626
24 Norfolk	1,465	843	1,228	1,204	1,585	297	6,440	6,503	6,237
25 Northumberland	1,134	976	1,423	1,533	1,451	281	6,617	6,718	6,208
26 Ontario	1,532	1,153	1,391	1,777	1,950	408	7,949	7,814	7,322
27 Oxford	1,490	1,167	1,352	1,577	1,610	566	7,643	7,668	7,315
28 Peel	979	754	802	939	957	266	4,576	4,663	4,404
29 Perth	1,331	961	1,296	1,895	1,339	520	6,945	7,150	6,080
30 Peterborough	1,415	897	1,034	1,209	1,032	169	5,360	5,511	4,869
31 Prescott and Russell	2,030	961	1,089	908	714	185	5,581	5,649	5,373
32 Prince Edward	515	392	578	622	887	255	3,214	3,214	3,185
33 Renfrew	2,107	1,263	1,488	1,402	1,349	308	7,165	7,643	6,002
34 Simcoe & W. Muskoka	3,782	2,618	3,164	3,189	2,784	1,003	15,966	16,226	15,973
35 Stormont	1,101	622	1,068	753	643	148	4,300	4,270	3,947
36 Victoria & S. E. Mus.	1,508	1,087	1,427	1,509	1,459	358	7,068	7,115	6,639
37 Waterloo	1,540	1,161	1,729	1,577	979	235	6,169	6,934	6,711
38 Welland	1,166	768	923	1,168	1,268	337	5,508	5,566	5,500
39 Wellington	1,836	1,391	1,784	1,955	1,943	511	8,936	9,207	8,465
40 Wentworth	1,018	665	919	1,329	1,070	329	5,119	5,208	4,925
41 York	2,809	1,916	2,365	2,553	2,164	459	11,981	11,038	10,805
42 Districts	3,701	1,971	2,414	2,323	1,589	302	10,211	10,655	10,208
Total	70,069	47,038	58,969	63,065	57,591	15,082	297,733	302,869	285,550
Cities.									
1 Belleville	429	282	283	298	358		1,650	1,650	1,650
2 Brantford	567	323	455	778	417	61	2,601	2,601	2,601
3 Chatham	552	435	272	313	304		1,876	1,876	1,876
4 Guelph	385	190	240	516	398	131	1,860	1,860	1,713
5 Hamilton	2,184	1,192	1,219	2,262	1,636	443	8,281	8,936	8,936
6 Kingston	640	329	375	705	562	57	2,668	2,668	2,668
7 London	1,164	849	1,236	1,313	1,274		5,836	5,836	5,836
8 Ottawa	1,097	636	656	1,108	1,178	224	4,899	4,899	4,899
9 St. Catharines	410	257	264	362	278		1,571	1,571	1,571
10 St. Thomas	591	263	484	420	382		2,140	2,140	2,140
11 Stratford	318	256	256	353	480		1,663	1,663	1,663
12 Toronto	5,343	3,552	6,636	6,538	5,170	2,151	29,271	29,271	28,189
13 Windsor	739	507	351	412	258		2,267	2,267	2,267
Total	14,419	9,071	12,727	15,378	12,695	3,067	66,585	67,238	66,009

The Public Schools.

the different branches of instruction.

	Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Physiology and Temperance.	Drill and Calisthenics.	Bookkeeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.
1	3,329	1,590	2,276	881	1,650	1,253	2,515	209	192	192	82	29	25
2	8,653	4,372	8,028	3,236	5,603	6,101	3,615	557	538	530	31	109	12
3	4,404	1,774	4,243	1,602	1,999	1,928	1,924	329	308	291	46	33	5
4	3,392	2,720	3,318	1,561	2,146	2,406	3,479	274	310	307	15	85	269
5	3,660	2,007	3,119	1,046	1,250	1,533	2,487	193	228	225	4	45	82
6	3,574	812	2,817	970	1,292	1,529	1,158	260	283	278	41	54	1
7	4,937	2,540	5,089	2,006	3,113	4,092	3,302	542	477	469	151	82	70
8	5,642	2,092	5,052	1,556	2,779	5,577	3,589	702	204	202	17	47	166
9	3,772	1,517	3,036	1,560	2,101	1,590	2,628	174	171	15	26	2	.....
10	2,690	942	2,504	735	988	1,199	1,604	116	117	...	...	7	6
11	10,167	5,820	8,759	2,982	5,423	8,673	7,084	449	459	446	150	76	231
12	3,613	2,381	3,457	1,473	1,756	2,056	2,805	319	193	186	11	282	.....
13	2,369	1,007	2,292	694	973	793	1,315	59	61	57	76	2	5
14	2,705	1,865	2,661	1,116	1,623	1,608	2,172	246	232	215	36	3	..
15	5,457	4,242	5,269	1,470	2,870	5,029	6,181	1,107	238	218	30	20	35
16	9,297	5,059	8,212	4,235	5,794	4,575	3,930	902	956	934	115	216	99
17	6,190	3,657	5,495	2,404	2,876	3,578	3,624	554	528	508	40	77	50
18	6,590	4,937	6,864	2,600	4,117	4,807	6,402	548	572	561	29	62	68
19	2,915	953	2,772	979	1,462	1,497	3,300	140	162	162	.....	24	.....
20	6,840	1,806	6,482	2,720	3,527	3,277	2,990	340	338	334	22	31	43
21	3,461	1,109	3,346	1,709	1,929	2,369	2,004	326	206	205	8	23	10
22	3,003	1,158	2,671	1,207	1,657	1,533	1,855	116	76	64	41	.....	19
23	9,336	6,185	8,959	3,826	4,332	6,372	6,093	765	679	660	43	32	98
24	4,844	2,893	4,048	1,986	2,402	2,455	3,705	352	272	271	24	45	6
25	5,303	3,147	4,725	1,558	2,104	2,212	2,647	406	262	264	10	36	.....
26	5,288	2,957	5,255	2,584	3,326	2,512	2,768	438	376	368	54	35	1
27	5,426	2,864	5,285	2,416	3,004	3,497	3,061	539	539	491	196	172	.....
28	3,189	1,321	2,696	1,314	2,011	1,601	2,563	284	264	264	1	45	.....
29	4,597	1,879	4,264	1,925	2,719	2,072	1,965	241	243	236	4	12	5
30	4,021	1,235	3,685	1,360	1,939	2,210	3,077	151	161	117	137	81	117
31	3,211	1,818	3,312	987	1,307	1,488	3,560	274	199	191	50	52	6
32	2,619	1,138	2,403	1,153	1,390	1,910	1,520	270	231	230	160	107	5
33	4,348	768	4,181	1,829	2,431	2,279	836	311	276	273	42	23	.....
34	11,033	7,870	9,890	4,462	6,556	5,225	11,238	1,139	983	972	61	211	444
35	2,959	916	2,603	819	883	1,285	1,536	140	134	134	37	47	.....
36	5,038	2,467	4,228	1,808	2,161	2,126	2,688	362	346	325	120	65	35
37	5,007	4,557	4,496	1,036	2,061	2,096	2,764	254	240	236	23	22	.....
38	4,222	1,591	4,053	1,798	2,432	2,439	1,565	362	315	301	15	43	.....
39	6,275	3,288	5,344	2,540	4,091	3,142	3,269	477	450	431	13	54	.....
40	3,751	1,759	3,562	1,583	2,257	1,505	1,582	313	278	272	77	17	272
41	9,288	5,035	9,077	2,871	3,731	3,520	5,274	431	388	364	77	48	.....
42	6,535	2,445	6,010	2,368	3,487	3,360	4,196	334	285	302	27	50	4
	212,950	110,493	195,838	78,965	111,582	120,309	135,870	16,305	13,770	13,104	2,142	2,506	2,189
1	939	1,650	1,105	358	656	656	1,650	.....	.....	.....	.....	.....	.....
2	2,601	2,601	1,693	478	1,130	2,601	2,601	61	61	61	.....	.....	.....
3	1,052	1,876	720	475	617	475	1,876	126	.....	.....	.....	.....	.....
4	1,231	1,183	1,690	398	914	881	1,730	131	.....	.....	.....	.....	.....
5	6,392	8,825	6,752	2,185	2,824	6,650	8,936	442	415	415	1,276	109	.....
6	1,979	2,160	2,179	619	940	1,162	2,668	79	.....	.....	.....	.....	.....
7	5,836	5,836	2,744	974	2,158	5,836	5,836	.....	.....	.....	.....	.....	.....
8	2,510	2,957	2,510	2,402	2,402	4,899	4,899	224	224	224	93	.....	.....
9	11,161	.....	1,161	278	437	437	1,565	4	.....	.....	.....	.....	.....
10	1,286	1,286	1,286	382	802	1,286	2,140	.....	.....	.....	.....	.....	.....
11	1,663	1,663	1,089	480	644	911	1,663	.....	.....	.....	.....	.....	.....
12	28,806	27,812	28,372	5,320	7,570	17,074	28,705	4,178	2,151	2,111	1,294	967	.....
13	1,194	1,143	1,089	258	670	2,267	2,027	.....	.....	.....	.....	.....	.....
	56,650	58,992	52,390	14,607	21,764	45,135	66,296	5,245	2,851	2,811	2,663	1,076	.....

II.—TABLE B.—

Number of pupils in

Towns.	Reading.						Writing.	Arithmetic.	Drawing
	1st Reader, Part I.	1st Reader Part II	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.			
1 Alliston	84	45	53	62	47	55	246	346	346
2 Almonte	71	60	73	88	94	.....	386	386	320
3 Amherstburg	72	51	44	62	36	19	284	284	284
4 Arnprior	184	128	86	85	120	.....	603	603	603
5 Aurora	105	31	64	103	79	.....	382	382	382
6 Aylmer	65	72	104	111	131	.....	483	483	483
7 Barrie	324	185	304	243	253	64	1,373	1,347	1,373
8 Berlin	317	235	318	306	213	.....	1,338	1,388	1,388
9 Blenheim	105	65	116	56	49	65	456	456	456
10 Bothwell	68	39	45	45	21	26	244	244	244
11 Bowmanville	127	92	123	133	127	.....	602	602	602
12 Bracebridge	222	163	152	60	83	39	656	656	656
13 Brampton	128	77	105	155	124	.....	589	589	589
14 Brockville	369	202	359	301	220	.....	1,451	1,451	1,451
15 Carleton Place	274	138	144	163	174	.....	893	893	893
16 Clinton	114	100	81	153	108	....	556	556	556
17 Cobourg	103	79	126	165	176	.....	649	649	649
18 Collingwood	335	178	252	191	300	.....	1,256	1,256	1,256
19 Cornwall	166	121	120	113	126	.....	646	646	646
20 Deseronto	240	130	105	89	87	....	576	576	576
21 Dresden	138	67	70	67	59	53	441	454	434
22 Dundas	202	111	51	117	100	.....	581	581	379
23 Durham	88	66	69	85	88	75	458	471	471
24 Essex	138	33	104	75	50	.....	400	400	400
25 Forest	72	55	71	72	78	.....	348	348	348
26 Fort William	248	151	88	70	75	.....	632	632	632
27 Galt	293	207	333	375	263	35	1,506	1,506	1,480
28 Gananoque	185	113	194	133	132	.....	757	757	757
29 Goderich	133	108	165	222	128	.....	756	756	756
30 Gore Bay	64	18	28	36	30	22	198	198	198
31 Gravenhurst	230	22	77	85	116	.....	630	630	564
32 Harriston	78	55	93	75	120	.....	415	415	415
33 Ingersoll	208	81	179	157	150	.....	775	775	775
34 Kincardine	123	58	95	166	93	.....	535	535	535
35 Leamington	197	57	81	108	116	.....	559	559	559
36 Lindsay	263	121	213	247	214	.....	1,058	1,000	1,058
37 Listowel	116	106	114	165	119	.....	620	504	504
38 Little Current	60	53	37	13	22	28	213	213	213
39 Mattawa	31	12	23	22	20	15	116	123	116
40 Meaford	102	59	111	93	62	.....	427	427	427
41 Midland	193	73	161	129	71	46	673	673	673
42 Milton	120	59	77	29	35	72	392	392	392
43 Mitchell	108	70	72	133	138	.....	521	521	521
44 Mount Forest	122	55	124	110	143	.....	554	554	554
45 Napanee	75	108	117	178	193	.....	671	671	671
46 Newmarket	76	68	89	90	74	.....	397	397	397
47 Niagara	41	32	64	70	79	.....	286	286	286
48 Niagara Falls	188	64	110	109	172	.....	643	643	455
49 North Bay	147	81	77	51	42	22	279	394	386
50 North Toronto	159	67	84	78	46	21	446	446	446
51 Oakville	81	74	72	40	60	.....	327	327	327
52 Orangeville	133	102	101	109	109	.....	554	554	554
53 Orillia	212	155	286	273	174	35	1,135	1,135	923
54 Oshawa	160	107	173	212	150	.....	802	802	802
55 Owen Sound	311	215	350	280	290	.....	1,446	1,446	1,446
56 Palmerston	131	59	64	75	123	60	512	512	512
57 Parkhill	69	28	77	97	59	.....	330	330	330
58 Paris	106	108	102	185	91	.....	592	592	592
59 Parry Sound	248	93	80	115	114	59	709	709	709

The Public Schools.

the different branches of instruction.

	Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Physiology and Temperance.	Drill and Calisthenics.	Bookkeeping.	Algebra.	Geometry	Botany.	Elementary Physics.	Agriculture.
1	346	346	346	164	164	346	262	55	55	55	.....	55	.....
2	288	.....	263	94	141	94	160	.....	.....	.....	.....	.....	.....
3	161	51	224	55	117	206	157	19	19	19	.....	19	.....
4	361	603	603	120	227	603	603	.....	.....	.....	.....	.....	.....
5	382	303	382	79	215	277	303	.....	.....	.....	.....	.....	.....
6	346	241	346	135	242	242	137	.....	.....	.....	.....	.....	.....
7	955	1,229	1,110	544	560	714	1,362	703	64	64	.....	.....	.....
8	836	836	518	134	468	213	1,388	.....	.....	.....	.....	.....	.....
9	286	456	391	88	170	224	456	65	65	65	.....	.....	.....
10	244	47	154	41	47	92	47	27	26	26	.....	.....	.....
11	381	355	381	127	260	395	542	.....	.....	.....	.....	.....	.....
12	535	315	535	43	43	343	330	43	37	37	17	.....	.....
13	441	589	441	124	174	222	589	.....	.....	.....	.....	.....	.....
14	1,451	369	1,082	521	521	521	1,451	.....	.....	.....	.....	.....	.....
15	893	.....	434	174	253	174	893	.....	.....	.....	.....	.....	.....
16	442	556	261	91	208	91	556	.....	.....	.....	.....	.....	.....
17	467	.....	467	176	341	341	.....	.....	.....	.....	.....	.....	.....
18	882	856	761	505	505	1,055	988	.....	.....	.....	.....	.....	.....
19	646	646	646	126	183	646	646	.....	.....	.....	.....	.....	.....
20	281	410	327	87	176	244	380	.....	.....	.....	172	.....	.....
21	272	359	292	95	179	159	.....	33	53	53	.....	26	.....
22	379	581	379	61	217	217	581	.....	.....	.....	.....	.....	.....
23	383	239	344	163	248	282	471	40	75	75	40	35	.....
24	241	400	307	50	125	307	400	81	.....	.....	.....	.....	.....
25	221	348	348	78	150	150	270	.....	.....	.....	.....	.....	.....
26	326	514	632	24	145	281	403	3	.....	.....	.....	.....	.....
27	1,182	411	1,062	229	694	1,187	.....	39	39	39	.....	.....	.....
28	572	394	757	132	265	459	240	.....	.....	.....	.....	.....	.....
29	515	756	350	228	350	128	.....	.....	.....	.....	.....	.....	.....
30	134	64	134	73	73	73	.....	21	34	34	13	27	.....
31	372	.....	417	116	201	.....	342	.....	.....	.....	.....	.....	.....
32	337	264	337	120	225	225	303	.....	.....	.....	.....	.....	.....
33	775	775	775	150	263	775	775	.....	.....	.....	.....	.....	.....
34	456	.....	527	93	170	327	.....	58	.....	.....	.....	.....	.....
35	559	559	305	116	224	559	57	.....	.....	.....	.....	.....	.....
36	674	363	795	214	325	152	381	.....	.....	.....	.....	.....	.....
37	398	620	398	285	285	398	.....	.....	.....	.....	.....	.....	.....
38	120	70	60	50	60	50	120	20	20	20	8	15	.....
39	116	.....	123	46	65	58	123	8	15	15	.....	8	.....
40	427	427	427	62	205	427	427	.....	.....	.....	.....	.....	.....
41	673	673	673	246	246	673	673	46	46	46	.....	8	.....
42	392	392	392	109	136	392	392	94	72	72	.....	56	.....
43	413	.....	343	128	128	128	.....	.....	.....	.....	.....	.....	.....
44	377	.....	432	206	206	554	.....	.....	.....	.....	.....	.....	.....
45	671	671	671	193	385	488	671	.....	.....	.....	.....	.....	.....
46	253	323	253	74	74	74	76	.....	.....	.....	.....	.....	.....
47	286	143	245	79	149	149	70	.....	.....	.....	.....	.....	.....
48	455	.....	391	95	281	281	.....	.....	.....	.....	.....	.....	.....
49	386	350	394	68	115	252	152	22	30	30	.....	8	.....
50	446	446	446	67	145	96	446	21	21	21	.....	.....	.....
51	143	227	195	60	100	143	184	.....	.....	.....	.....	.....	.....
52	358	554	554	109	218	319	554	.....	.....	.....	.....	.....	.....
53	923	.....	923	482	482	482	.....	61	35	35	.....	.....	.....
54	484	.....	428	150	293	293	.....	.....	.....	.....	.....	.....	.....
55	920	1,446	920	290	570	570	1,446	.....	.....	.....	.....	.....	.....
56	381	329	429	183	258	183	.....	60	60	60	.....	17	.....
57	330	209	330	59	115	59	59	.....	.....	.....	.....	.....	.....
58	378	452	276	91	199	592	.....	.....	.....	.....	.....	.....	.....
59	368	188	368	173	285	354	650	59	59	59	.....	59	.....

II.—TABLE B.—

Towns.	Number of pupils in Reading. 1st Reader, Part I.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.	Writing.	Arithmetic.	Drawing.
60 Pembroke	190	88	94	113	165	.....	650	650	650
61 Penetanguishene	138	100	32	35	.....	.....	305	305	67
62 Perth	104	90	137	139	135	.....	605	605	605
63 Peterborough	458	320	280	341	332	.....	1,731	1,731	1,731
64 Petrolea	302	174	156	243	250	.....	1,125	1,125	1,125
65 Picton	147	96	84	158	148	.....	633	633	633
66 Port Arthur	202	65	54	57	88	.....	466	466	466
67 Port Hope	214	127	214	166	175	.....	896	896	896
68 Prescott	71	74	62	43	111	.....	361	361	361
69 Rat Portage	268	155	131	123	56	54	787	787	787
70 Renfrew	115	48	82	54	149	.....	448	448	448
71 Ridgetown	132	59	97	112	147	.....	547	547	547
72 Sandwich	68	46	74	62	41	.....	291	291	291
73 Sarnia	333	188	233	228	321	.....	1,303	1,303	1,303
74 Sault Ste. Marie	333	103	111	122	90	55	759	814	811
75 Seaforth	90	59	62	111	155	48	525	525	525
76 Simcoe	85	69	121	118	136	.....	529	529	529
77 Smith's Falls	283	129	175	166	158	.....	911	911	911
78 Stayner	110	32	62	59	33	59	355	355	325
79 Sturgeon Falls	33	8	14	16	4	2	77	77	77
80 St. Mary's	97	139	156	269	165	.....	826	826	754
81 Strathroy	154	78	96	127	142	.....	597	597	597
82 Sudbury	53	22	34	25	42	18	194	194	189
83 Thessalon	84	33	37	56	32	17	259	259	252
84 Thornbury	52	27	35	47	51	20	232	232	232
85 Thorold	64	61	59	76	78	19	338	338	338
86 Tilsonburg	70	58	93	98	129	.....	448	448	448
87 Toronto Junction	474	266	314	319	236	.....	1,609	1,609	1,562
88 Trenton	139	179	149	121	86	.....	674	674	674
89 Uxbridge	88	91	94	112	63	.....	448	448	448
90 Vankleekhill	60	21	37	38	76	.....	232	232	232
91 Walkerton	136	73	112	115	115	.....	551	551	551
92 Walkerville	62	32	41	66	34	.....	235	235	235
93 Wallaceburg	168	116	147	111	45	79	666	666	666
94 Waterloo	118	71	143	196	107	.....	574	635	574
95 Welland	113	69	81	99	50	.....	412	412	412
96 Whitby	112	53	83	107	146	.....	501	501	501
97 Wiarton	152	131	83	119	99	.....	584	584	584
98 Wingham	109	87	93	135	69	81	570	570	570
99 Woodstock	493	274	315	372	312	.....	1,766	1,766	1,766
Total	15,587	9,373	11,727	12,499	11,537	1,263	61,483	61,597	60,423
1 Counties, etc	70,069	47,038	58,969	63,065	57,591	15,082	297,733	302,869	285,550
2 Cities	14,419	9,071	12,727	15,378	12,695	3,067	66,585	67,238	66,009
3 Towns	15,587	9,373	11,727	12,499	11,537	1,263	61,483	61,597	60,423
4 Grand total, 1897	100,075	65,482	83,423	90,942	81,823	19,412	425,801	431,704	411,982
5 " 1896	100,605	65,371	84,048	91,527	82,170	17,381	424,828	431,786	411,218
6 Increase	.....	111	.....	.....	.....	2,031	973	.....	764
7 Decrease	530	.....	625	585	347	.....	.....	82	.....
8 Percentage	23	15	19	21	18	4	96	98	93

The Public Schools.

the different branches of instruction.

	Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Physiology and Temperance.	Drill and Calisthenics.	Bookkeeping.	Algebra	Geometry.	Botany.	Elementary Physics.	Agriculture.
60	460	650	372	165	278	278	650	.....	.....	.....	.....	.....	.....
61	67	200	167	.....	35	....	.....	.....	.....	.....	.....	.....	.....
62	411	....	343	135	200	135	605	.....	.....	.....	.....	.....	.....
63	953	.....	1,731	237	673	673	1,184	.....	.....	.....	.....	.....	.....
64	649	962	1,125	346	474	649	1,125	113	113	.....	.....	.....	.....
65	469	576	469	148	280	516	415	.....	.....	.....	.....	.....	.....
66	299	.....	233	65	145	.....	.....	.....	.....	.....	.....	.....	.....
67	615	538	615	175	259	341	353	.....	.....	.....	.....	.....	.....
68	216	.....	216	111	111	154	....	.....	.....	.....	.....	.....	.....
69	372	787	415	144	233	360	787	40	54	54	36	15	.....
70	315	195	253	149	203	253	.....	.....	.....	.....	.....	.....	.....
71	415	400	415	205	205	205	400	.....	.....	.....	.....	.....	.....
72	221	165	198	41	48	50	.....	.....	.....	.....	.....	.....	.....
73	885	1,020	1,251	423	549	1,136	1,200	.....	1	2	.....	.....	.....
74	454	514	378	145	267	373	609	52	55	55	2	22	.....
75	525	359	390	105	203	203	216	48	46	46	.....	.....	.....
76	444	303	254	136	137	254	529	.....	.....	.....	.....	.....	.....
77	911	911	911	158	230	911	911	.....	.....	.....	.....	.....	.....
78	325	355	355	92	151	325	355	34	59	59	.....	25	.....
79	37	.....	37	6	22	2	....	2	2	2	.....	.....	....
80	590	169	590	165	434	85	203	.....	.....	.....	.....	.....	.....
81	365	597	365	76	269	597	597	.....	.....	.....	.....	.....	.....
82	119	.....	141	60	119	60	.....	13	18	18	.....	5	.....
83	142	259	142	49	98	98	93	17	14	14	49	7	.....
84	232	232	232	71	118	232	232	19	19	19	19	19	.....
85	292	.....	293	78	154	213	113	.....	.....	.....	.....	.....	.....
86	271	448	187	183	129	271	448	.....	.....	.....	.....	.....	....
87	957	1,552	957	236	519	236	1,552	.....	.....	.....	.....	.....	.....
88	356	91	327	86	207	166	151	.....	.....	.....	.....	.....	.....
89	294	448	448	63	175	294	385	.....	.....	.....	.....	.....	.....
90	172	232	232	114	114	232	232	76	.....	.....	.....	.....	.....
91	551	306	230	81	230	551	551	.....	.....	.....	.....	.....	.....
92	173	62	235	34	100	235	235	.....	.....	.....	.....	.....	.....
93	494	666	666	124	179	142	666	45	76	76	.....	40	.....
94	458	55	308	107	191	120	118	.....	.....	.....	.....	.....	.....
95	412	412	306	50	139	412	412	.....	.....	.....	.....	.....	.....
96	501	501	314	199	275	501	501	.....	.....	.....	.....	.....	.....
97	301	326	218	99	218	218	186	.....	.....	.....	.....	.....	.....
98	381	381	381	150	213	113	....	81	81	81	.....	52	.....
99	1,293	1,766	684	312	684	839	1,766	.....	.....	.....	.....	.....	.....
	45,118	38,593	42,488	13,998	23,147	31,772	39,316	2,118	1,363	1,251	356	518	.....
1	212,950	110,493	195,838	78,965	111,582	120,309	135,870	16,305	13,770	13,104	2,142	2,506	2,189
2	56,650	58,992	52,396	14,697	21,764	45,135	66,296	5,245	2,851	2,811	2,663	1,076	.....
3	45,118	38,593	42,488	13,998	23,147	31,772	39,316	2,118	1,363	1,251	356	518	.....
4	314,718	208,078	290,716	107,570	156,493	197,216	241,482	23,668	17,984	17,166	5,161	4,100	2,189
5	309,431	196,693	285,028	105,543	152,891	187,917	235,122	23,893	16,209	15,500	6,996	3,484	3,560
6	5,287	11,385	5,688	2,027	3,602	9,299	6,360	.....	1,775	1,666	.....	616	.....
7	.....	.....	.....	.....	.....	.....	.....	225	.....	.....	1,835	.....	1,371
8	71	47	66	24	35	44	55	5	4	4	1	1	1

III.—TABLE C.—The

Public School

Counties. (Including incorporated villages, but not cities or towns.)	Total number.			Average salaries.		
	Public school teachers.	Male.	Female.	Highest salary paid	Average salary male teacher.	Average salary female teacher.
				$	$	$
1 Brant	69	22	47	550	395	306
2 Bruce	214	97	117	725	337	244
3 Carleton	130	57	73	600	352	264
4 Dufferin	97	28	69	600	322	272
5 Dundas	105	43	62	700	330	251
6 Durham	115	49	66	550	340	269
7 Elgin	130	47	83	525	374	272
8 Essex	139	59	80	650	380	284
9 Frontenac	150	39	111	450	262	220
10 Glengarry	83	25	58	550	310	245
11 Grey	238	93	145	590	327	252
12 Haldimand	100	40	60	700	357	269
13 Haliburton and N. E. Muskoka	105	20	85	475	270	198
14 Halton	76	32	44	600	375	287
15 Hastings	201	67	134	700	348	256
16 Huron	220	120	100	700	362	255
17 Kent	146	58	88	600	373	288
18 Lambton	195	65	130	600	351	260
19 Lanark	131	30	101	600	292	221
20 Leeds and Grenville	257	68	189	700	297	236
21 Lennox and Addington	125	42	83	600	291	248
22 Lincoln	83	40	43	625	384	276
23 Middlesex	212	94	118	700	342	276
24 Norfolk	120	53	67	600	338	256
25 Northumberland	129	58	71	700	343	248
26 Ontario	140	65	75	800	359	273
27 Oxford	132	80	52	700	396	269
28 Peel	88	39	49	600	3 3	287
29 Perth	118	60	58	550	370	278
30 Peterborough	115	47	68	650	316	244
31 Prescott and Russell	113	28	85	*1,200	343	227
32 Prince Edward	83	39	44	550	313	250
33 Renfrew	148	30	118	500	282	208
34 Simcoe and W. Muskoka	270	124	146	750	341	260
35 Stormont	84	26	58	525	326	237
36 Victoria and S. E. Muskoka	154	58	96	575	333	236
37 Waterloo	134	64	70	750	411	273
38 Welland	104	29	75	700	386	277
39 Wellington	165	90	75	650	371	265
40 Wentworth	94	49	45	500	393	272
41 York	204	94	110	800	396	286
42 Districts	284	100	184	700	294	228
Total	6,000	2,368	3 632	800	347	254

*Plantagenet

Public Schools.

Teachers.

	Attended a Normal School	Certificates.							
	No. of teachers who have attended a Normal School.	Total number of Certificates.	Provincial 1st Class.	Provincial 2nd Class.	1st Class Old County Board.	2nd Class Old County Board.	3rd Class.	Temporary Certificates.	Other Certificates.
1	36	69	4	33	.....	.....	32	.....	.....
2	45	214	4	40	.....	.....	170	.....	.....
3	28	130	1	27	1	.....	98	3	.....
4	25	97	2	23	.....	.....	72	.....	.....
5	25	105	1	24	1	.....	79	.....	.....
6	41	115	3	38	.....	2	72	.....	.....
7	44	130	5	41	.....	1	83	.....	.....
8	32	139	1	38	1	.....	81	18	.....
9	14	150	1	15	1	1	128	4	.....
10	16	83	2	14	.....	.....	65	2	.....
11	55	238	1	61	2	1	173	.....	.....
12	31	100	3	29	1	.....	67	.....	.....
13	7	105	.....	12	.....	.....	86	7	.....
14	24	76	.....	24	1	.....	51	.....	.....
15	49	201	2	47	.....	.....	152	.....	.....
16	85	220	1	85	.....	.....	134	.....	.....
17	39	146	.....	40	1	.....	105	.....	.....
18	76	195	.....	77	.....	.....	118	.....	.....
19	16	131	.....	16	1	.....	105	9	.....
20	49	257	5	42	.....	.....	210	.....	.....
21	19	125	3	16	.....	1	103	2	.....
22	34	83	5	31	1	.....	46	.....	.....
23	87	212	1	89	.....	.....	122	.....	.....
24	37	120	6	34	.....	3	77	.....	.....
25	43	129	1	44	.....	2	81	1	.....
26	45	140	5	48	1	.....	86	.....	.....
27	54	132	2	55	.....	.....	75	.....	.....
28	36	88	1	35	.....	.....	52	.....	.....
29	55	118	6	52	.....	.....	60	.....	.....
30	31	115	3	32	.....	.....	80	.....	.....
31	14	113	3	11	.....	1	97	1	.....
32	19	83	.....	19	.....	.....	64	.....	.....
33	4	148	.....	4	.....	.....	144	.....	.....
34	74	270	3	74	.....	1	191	1	.....
35	24	84	2	24	.....	1	57	.....	.....
36	29	154	.....	29	.....	.....	124	1	.....
37	67	134	1	68	.....	.....	63	2	.....
38	35	104	3	30	6	.....	65	.....	.....
39	61	165	4	65	1	.....	94	1	.....
40	37	94	3	35	3	.....	53	.....	.....
41	102	204	1	107	1	.....	95	.....	.....
42	26	284	10	81	.....	.....	190	3	.....
	1,670	6,000	99	1,709	23	14	4,100	55	.....

training school.

III.—TABLE C—The

Public

Totals.	Total number.			Average salaries.		
	Public school teachers.	Male.	Female	Highest salary paid.	Average salary male teacher.	Average salary female teacher.
				$	$	$
1 Counties, etc	6,000	2,368	3,632	800	347	254
2 Cities	1,351	135	1,216	1,500	892	425
3 Towns	1,025	187	838	1,000	621	306
4 Grand total, 1897	8,376	2,690	5,686	1,500	391	294
5 " 1896	8,254	2,726	5,528	500	400	291
6 Increase	122	....	158	....	....	3
7 Decrease	....	36	....	....	9	....
8 Percentage	....	32	68	....	....	....

Public Schools.

school teachers.

	Attended a Normal School	Certificates.							
	No. of teachers who have attended a Normal School.	Total number of Certificates.	Provincial 1st Class.	Provincial 2nd Class.	1st Class Old County Board.	2nd Class Old County Board.	3rd Class.	Temporary Certificates.	Other Certificates.
1	1,670	6,000	99	1,709	23	14	4,100	55	.....
2	1,054	1,351	163	927	15	7	46	.....	193
3	755	1,025	75	700	15	11	199	.....	25
4	3,479	8,376	337	3,336	53	32	4,345	55	218
5	3,409	8,254	294	3,276	66	36	4,324	76	182
6	70	122	43	60	.....	.....	21	.....	36
7	.....	.....	.....	.....	13	4	.....	21	.....
8	42	.....	4	40	½	.....	52	½	3

IV.—TABLE D.—The

Totals.	Schools open.	School Houses.							School
	Number of schools open.	Brick.	Stone.	Frame.	Log.	Total.	Inspectors.	Trustees.	Clergymen
1 Counties, etc	5,279	1,977	527	2,438	387	5,329	10,201	10,646	3,511
2 Cities	172	148	17	7	....	172	2,897	2,314	684
3 Towns	218	157	26	35	...	218	1,816	2,001	519
4 Grand total, 1897	5,669	2,282	570	2,480	387	5,719	14,914	14,961	4,714
5 " 1896	5,657	2,268	571	2,466	398	5,705	14,998	15,001	4,632
6 Increase	12	14	.. ..	14	.....	14	.....	.....	82
7 Decrease	.....	.....	1	.....	11	..	84	40	.....
8 Percentage	.. ...	40	10	43	7	...	18	18	6

Public Schools.

	visits.		Maps, Globes.		Examinations, Prizes.		Lectures.			Trees.	Prayers.			
	Other persons.	Total.	Total number of maps.	Total number of globes.	Number of Examinations.	Number of schools distributing prizes.	Inspectors.	Other persons.	Total.	Number of trees planted on Arbor day.	Number of Schools using authorized Scripture Readings.	Number opened and closed with prayer.	Number using Bible.	Number imparting religious instruction.
1	34,869	59,227	43,896	6,056	2,676	545	250	344	594	15,018	2,951	4,941	2,217	738
2	8,999	14,894	4,390	244	149	91	10	13	23	156	88	163	121	12
3	3,123	7,459	2,824	227	164	30	38	40	78	317	133	216	113	11
4	46,991	81,580	51,110	6,527	2,989	666	298	397	695	15,491	3,172	5,320	2,451	761
5	47,106	81,737	50,001	6,318	3,197	679	291	351	642	15,337	3,153	5,318	2,447	748
6	.....	.....	1,109	209	.....	.....	7	46	53	154	19	2	4	13
7	3,115	157	.....	.....	208	13	.....	.....	.....	.....	.....	.....	.....	.....
8	58	.....	*9	*1.16	.....	12	44	56	..	.....	56	94	44	13

* To each school.

V —TABLE E —The

Counties. (Including incorporated villages, but not cities or towns).	Receipts. Legislative grants.	Municipal grants and assessments.	Clergy Reserve Fund, balances and other sources.	Total receipts for all public school purposes.
	$ c.	$ c.	$ c.	$ c.
1 Brant	2,403 25	26,381 77	13,148 08	41,933 10
2 Bruce	8,213 00	85,745 98	28,809 28	122,768 26
3 Carleton	3,949 50	47,163 82	16,055 13	67,168 45
4 Dufferin	3,279 00	29,080 14	8,780 77	41,139 91
5 Dundas	2,977 00	35,118 58	6,675 78	44,771 36
6 Durham	3,503 25	40,490 93	15,481 61	59,475 79
7 Elgin	4,700 50	44,364 09	26,677 70	75,742 29
8 Essex	5,091 25	55,724 55	23,506 24	84,322 04
9 Frontenac	4,577 75	32,426 84	16,101 90	55,106 49
10 Glengarry	2,755 00	13,338 31	18,466 22	34,559 53
11 Grey	8,964 00	73,883 35	22,574 34	105,421 69
12 Haldimand	3,306 00	33,425 06	12,824 34	49,555 40
13 Haliburton & N. E. Muskoka	7,727 25	19,085 26	11,085 48	37,897 99
14 Halton	2,684 75	22,627 89	13,307 58	38,620 22
15 Hastings	7,457 75	51,246 72	31,414 32	90,118 79
16 Huron	8,944 00	66,346 08	50,664 77	125,954 85
17 Kent	5,831 75	54,057 85	42,015 34	101,904 94
18 Lambton	6,918 50	68,767 76	29,692 10	105,378 36
19 Lanark	4,463 50	34,067 97	12,974 26	51,505 73
20 Leeds & Grenville	7,196 00	68,387 05	25,394 74	100,977 79
21 Lennox & Addington	3,597 25	27,557 04	15,959 56	47,113 85
22 Lincoln	2,822 25	31,635 45	12,715 31	47,173 01
23 Middlesex	7,945 00	73,737 23	33,679 60	115,361 83
24 Norfolk	4,154 25	39,451 28	29,605 36	73,210 89
25 Northumberland	4,855 50	45,278 06	22,519 26	72,652 82
26 Ontario	5,337 00	47,305 28	23,014 94	75,657 22
27 Oxford	5,302 75	51,486 52	32,366 71	89,155 98
28 Peel	3,000 00	29,804 00	15,941 10	48,745 10
29 Perth	4,578 00	43,814 02	15,518 07	63,910 09
30 Peterborough	4,418 00	34,714 83	9,794 60	48,927 43
31 Prescott & Russell	4,327 50	29,728 27	14,089 14	48,144 91
32 Prince Edward	2,409 75	23,055 55	8,632 28	34,097 58
33 Renfrew	6,999 25	35,178 03	14,410 97	56,588 25
34 Simcoe & W. Muskoka	13,911 50	85,447 90	39,136 88	138,496 28
35 Stormont	2,923 80	23,666 07	6,826 28	33,416 15
36 Victoria & S. E. Muskoka	8,463 50	43,739 51	18,382 25	70,585 26
37 Waterloo	4,834 50	49,999 16	37,671 57	94,505 23
38 Welland	3,574 25	33,364 81	23,285 02	60,224 08
39 Wellington	6,386 00	58,831 63	22,701 12	87,918 75
40 Wentworth	3,737 50	34,909 90	33,366 32	72,013 72
41 York	7,358 25	64,668 13	59,459 37	131,485 75
42 Districts	28,800 00	66,978 72	32,792 39	128,571 11
Total	244,678 80	1,876,081 39	947,518 08	3,068,278 27
Cities.				
1 Belleville	1,181 00	13,402 94	100 47	14,684 41
2 Brantford	2,306 75	32,000 00	2,772 06	37,078 81
3 Chatham	1,247 00	12,884 02	32,664 70	46,795 72
4 Guelph	1,321 50	15,379 59	1,226 14	17,927 23
5 Hamilton	6,687 75	100,664 42	40,219 19	147,571 36
6 Kingston	2,242 50	30,274 02	1,317 74	33,834 26
7 London	4,860 75	71,673 76	5,299 43	81,833 94
8 Ottawa	3,775 25	66,239 00	45,419 91	115,434 16
9 St. Catharines	1,143 00	13,148 26	517 02	14,808 28
10 St. Thomas	1,594 00	14,108 41	1,095 52	16,797 93
11 Stratford	1,446 75	15,000 00	2,989 23	19,435 98
12 Toronto	24,636 75	392,965 00	12,550 29	430,152 04
13 Windsor	1,846 00	25,081 80	530 58	27,458 38
Total	54,289 00	802,821 22	146,702 28	1,003,812 50

Public Schools

	Expenditure.					
	Teachers' salaries.	Sites and building school houses.	Maps, apparatus, prizes and libraries.	Rent and repairs, fuel and other expenses.	Total expenditure for all public school purposes.	Balances.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	23,086 02	657 06	515 47	6,398 36	30,656 91	11,276 19
2	62,485 37	18,461 76	1,110 30	15,578 42	97,635 85	25,132 41
3	39,632 55	6,455 70	623 62	10,205 09	56,916 96	10,251 49
4	26,502 85	2,144 71	198 97	6,779 87	35,626 40	5,513 51
5	29,175 64	3,349 66	260 56	6,240 93	39,026 79	5,744 57
6	34,922 48	5,466 26	470 23	7,023 91	47,882 88	11,592 91
7	39,991 51	3,145 59	821 83	11,083 21	55,042 14	20,700 15
8	45,867 57	5,962 75	1,773 83	14,680 50	68,284 65	16,037 39
9	32,276 45	2,565 47	549 93	6,766 89	42,158 74	10,947 75
10	22,325 14	1,793 55	248 32	5,286 61	29,653 62	4,905 91
11	66,352 84	5,574 52	1,365 97	13,651 74	86,945 07	18,476 62
12	30,529 45	488 40	585 79	5,838 50	37,442 14	12,113 26
13	20,953 29	5,741 84	725 84	4,809 49	32,230 46	5,667 53
14	24,545 67	723 05	415 40	5,521 36	31,205 48	7,414 74
15	54,766 64	6,902 78	1,055 06	9,659 98	72,384 46	17,734 33
16	68,818 21	14,857 60	1,245 77	16,566 53	101,488 11	24,466 74
17	45,456 26	9,659 82	1,869 27	14,105 95	71,091 30	30,813 64
18	59,300 60	4,363 54	2,081 69	14,409 69	80,155 52	25,222 84
19	31,571 88	2,061 30	533 73	6,224 72	40,391 63	11,114 10
20	65,040 05	2,501 75	955 79	16,735 11	85,232 70	15,745 09
21	30,205 73	2,480 17	320 75	5,708 22	38,714 87	8,398 98
22	27,192 28	907 87	801 25	7,601 67	36,503 07	10,669 94
23	66,485 90	2,626 09	1,662 28	15,930 27	86,704 54	28,657 29
24	34,502 88	7,273 74	833 25	7,759 70	50,369 57	22,841 32
25	38,673 85	7,068 62	415 59	14,461 97	60,620 03	12,032 79
26	44,545 48	2,745 55	969 25	14,115 48	62,375 76	13,281 46
27	45,673 33	1,202 88	1,322 63	10,675 75	58,874 59	30,281 39
28	27,242 32	2,764 23	926 94	6,409 53	37,343 02	11,402 08
29	38,505 76	2,179 01	402 61	8,801 73	49,889 11	14,020 98
30	30,788 69	1,302 20	212 56	7,552 78	39,856 23	9,071 20
31	28,510 50	4,248 01	577 34	5,375 49	38,711 34	9,433 57
32	22,711 41	754 26	328 11	3,873 07	27,666 85	6,430 73
33	33,258 50	5,153 48	1,051 74	6,665 90	46,129 62	10,458 63
34	79,340 07	8,763 49	2,609 23	17,605 56	108,318 35	30,177 93
35	22,262 22	3,835 31	431 64	3,527 23	30,056 40	3,359 75
36	42,586 51	2,877 79	771 60	8,215 66	54,451 56	16,133 70
37	45,092 64	2,519 06	736 68	10,558 65	58,907 03	33,598 20
38	32,200 36	938 79	1,368 74	7,006 86	41,514 75	18,709 33
39	53,047 64	1,861 21	759 58	11,879 84	67,548 27	20,370 48
40	31,201 62	12,281 48	926 87	9,704 32	54,114 29	17,899 43
41	67,959 08	11,555 22	1,466 52	19,546 15	100,526 97	30,958 78
42	65,957 42	18,385 38	2,183 96	16,543 00	103,069 76	25,501 35
	1,731,544 66	206,600 95	38,486 49	417,085 69	2,393,717 79	674,560 48
1	9,200 03	.....	.....	4,975 14	14,175 17	509 24
2	18,585 07	8,558 11	1,926 90	7,500 60	36,570 68	508 13
3	10,329 86	32,000 00	40 00	4,165 59	46,535 45	260 27
4	12,456 63	.....	104 42	4,857 02	17,418 07	509 16
5	78,161 96	16,458 01	6,577 42	46,327 65	147,525 04	46 32
6	19,319 76	5,774 02	909 77	7,805 54	33,809 09	25 17
7	53,881 52	2,479 84	117 00	21,475 30	77,953 66	3,880 28
8	46,014 54	40,055 08	168 67	26,461 54	112,699 83	2,734 33
9	12,006 53	.....	.....	2,303 75	14,310 28	498 00
10	12,775 00	.....	.....	3,478 39	16,253 39	544 54
11	10,692 15	3,654 21	1,167 72	3,901 45	19,415 53	20 45
12	315,355 69	.....	.....	103,636 59	418,992 28	11,159 76
13	18,404 42	.....	577 89	8,434 12	27,416 43	41 95
	617,183 16	108,979 27	11,589 79	245,322 68	983,074 90	20,737 60

V —TABLE E.—The

	Towns.	Receipts. Legislative grants.	Municipal grants and assessments.	Clergy Reserve Fund, balances and other sources.	Total receipts for all public school purposes.
		$ c.	$ c.	$ c.	$ c.
1	Alliston	240 00	2,284 30	109 26	2,633 56
2	Almonte	360 00	3,250 34	989 16	4,599 50
3	Amherstburg	135 00	1,000 00	2,199 58	3,334 58
4	Arnprior	272 00	8 644 43	679 62	9,596 05
5	Aurora	214 00	2,150 00	755 03	3,119 03
6	Aylmer	305 75	4,149 09	349 43	4,804 27
7	Barrie	772 00	11,573 11	1,070 45	13,415 56
8	Berlin	1,197 25	16,415 80	86 00	17,699 05
9	Blenheim	200 00	3,384 11	641 86	4,225 97
10	Bothwell	106 00	1,525 50	185 69	1,817 19
11	Bowmanville	368 00	4,900 00	102 49	5,370 49
12	Bracebridge	252 00	3,761 35	1,938 07	5,951 42
13	Brampton	531 00	4,500 00	865 51	5,896 51
14	Brockville	983 00	12,000 00	1,716 80	14,699 80
15	Carleton Place	540 00	4,553 72	2,803 69	7,897 41
16	Clinton	471 00	3,200 00	356 71	4,027 71
17	Cobourg	552 00	4,750 00	1,326 32	6,628 32
18	Collingwood	830 00	8,650 00	1,038 37	10,518 37
19	Cornwall	500 00	4,927 22	1,036 26	6,463 48
20	Deseronto	412 00	4,698 12	918 09	6,028 21
21	Dresden	218 00	3,182 00	4,047 12	7,447 12
22	Dundas	330 25	4,170 00	490 59	4,990 84
23	Durham	308 00	2,827 33	565 06	3,700 39
24	Essex	203 00	2,400 75	28 71	2,632 46
25	Forest	196 00	2,700 00	558 49	3,454 49
26	Fort William	199 00	5,124 46	223 58	5,547 04
27	Galt	1,068 75	11,350 00	246 66	12,665 41
28	Gananoque	605 00	5,046 95	106 06	5,758 01
29	Goderich	580 00	5,254 87	290 00	6,124 87
30	Gore Bay	357 00	1,853 75	47 45	2,258 20
31	Gravenhurst	233 00	3,199 05	612 02	4,044 07
32	Harriston	227 00	2,473 00	168 70	2,868 70
33	Ingersoll	669 75	6,601 00	1,440 80	8,711 55
34	Kincardine	483 00	4,017 00	452 88	4,952 88
35	Leamington	241 00	2,899 67	98 93	3,239 60
36	Lindsay	794 00	9,458 25	559 63	10,811 88
37	Listowel	330 00	3,270 00	50 76	3,650 76
38	Little Current	118 00	808 00	981 68	1,907 68
39	Mattawa	283 00	842 00	279 33	1,404 33
40	Meaford	239 00	2,500 00	603 63	3,342 63
41	Midland	232 00	3,852 00	86 56	4,170 56
42	Milton	337 00	2,708 35	1,497 83	4,543 18
43	Mitchell	420 00	2,878 75	210 17	3,508 92
44	Mount Forest	456 00	3,304 00	324 79	4,084 79
45	Napanee	549 25	5,825 00	744 57	7,118 82
46	Newmarket	383 00	2,100 00	2,615 65	5,098 65
47	Niagara	150 00	1,338 87	46 13	2,035 00
48	Niagara Falls	514 25	6,500 00	120 78	7,135 03
49	North Bay	423 00	3,975 00	266 08	4,664 08
50	North Toronto	196 00	3,844 60	211 23	4,251 83
51	Oakville	208 00	2,098 70	1,030 08	3,336 78
52	Orangeville	625 00	3,300 00	805 84	4,730 84
53	Orillia	520 00	11,500 00	1,119 45	13,139 45
54	Oshawa	448 00	5,421 00	643 02	6,512 02
55	Owen Sound	998 00	10,519 00	617 22	12,134 22
56	Palmerston	209 00	3,237 80	105 11	3,551 91
57	Parkhill	156 00	1,893 00	536 94	2,585 94
58	Paris	340 00	4,251 31	2,413 54	7,004 85
59	Parry Sound	596 00	4,700 00	715 14	6,011 14
60	Pembroke	334 00	5,894 36	173 21	6,401 57
61	Penetanguishene	302 00	1,860 82		2,162 82

Public Schools.

Expenditure.

	Teachers' salaries.	Sites and building school houses.	Maps, apparatus, prizes and libraries.	Rent, repairs, fuel and other expenses.	Total expenditure for all public school purposes.	Balances.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	1,685 00		86 22	395 99	2,167 21	466 35
2	3,475 00			1,121 34	4,596 34	3 16
3	1,950 04	825 00	33 62	474 74	3,283 40	51 18
4	2,807 18	4,212 02		1,104 93	8,124 13	1,471 92
5	1,983 30			341 42	2,324 72	794 31
6	3,091 50	669 57	29 77	786 11	4,576 95	227 32
7	8,526 50	1,422 30	107 21	3,359 55	13,415 56	
8	9,277 81	5,142 91	107 79	2,423 14	16,951 65	747 40
9	2,675 00			1,239 25	3,914 25	311 72
10	1,304 00		28 00	409 17	1,741 17	76 02
11	4,090 83		15 00	1,238 71	5,344 54	25 95
12	2,375 00	835 87	74 03	2,047 92	5,332 82	618 60
13	4,015 10		17 50	1,629 12	5,661 72	234 79
14	9,289 20	1,081 36	88 00	3,890 66	14,349 22	350 58
15	4,470 92	222 91		1,259 71	5,953 54	1,943 87
16	2,925 32			729 86	3,655 18	372 53
17	4,204 00	1,005 34		1,245 19	6,454 53	173 79
18	6,750 68	1,256 57		2,486 79	10,494 04	24 33
19	4,253 34			1,565 81	5,819 15	644 33
20	4,045 83	219 50	15 37	844 06	5,124 76	903 45
21	2,692 23			779 47	3,471 70	3,975 42
22	3,567 06	493 64	95 58	834 56	4,990 84	
23	2,252 92	332 51	55 10	311 80	2,952 33	748 06
24	1,917 94	7 05	20 00	593 77	2,538 76	93 70
25	2,363 83	350 71	27 50	462 33	3,204 37	250 12
26	3,748 11			1,798 93	5,547 04	
27	9,819 25		99 56	2,598 46	12,517 27	148 14
28	4,429 43			1,225 77	5,655 20	102 81
29	4,497 27			1,627 60	6,124 87	
30	1,410 75	174 10	32 75	273 92	1,891 52	366 68
31	2,281 00	711 80	56 75	993 55	4,043 10	97
32	2,050 00			750 00	2,800 00	68 70
33	5,444 31		20 96	2,980 08	8,445 35	266 20
34	3,431 80			1,086 45	4,518 25	434 63
35	2,655 00	175 35		409 25	3,239 60	
36	7,818 30			2,551 43	10,369 73	422 15
37	2,945 90		16 90	651 20	3,614 00	36 76
38	993 75			146 22	1,139 97	767 71
39	1,150 00		26 96	204 19	1,381 15	23 18
40	2,738 27			555 19	3,293 46	49 17
41	2,960 65			1,108 32	4,068 97	101 59
42	2,332 50	368 90	69 77	357 11	3,128 28	1,414 90
43	2,833 00	66 95		413 17	3,313 12	195 80
44	2,960 00	103 00		905 24	3,968 24	116 55
45	3,638 91	1,628 57	85 85	1,764 41	7,117 74	1 08
46	2,437 60	32 50		2,485 23	4,955 33	143 32
47	1,460 00		9 05	353 10	1,822 15	212 85
48	4,723 00		30 00	2,293 52	7,046 52	88 51
49	2,604 70			1,856 02	4,460 72	203 36
50	2,956 66	20 61	16 50	1,045 75	4,039 52	212 31
51	1,865 00			393 88	2,258 88	1,077 90
52	3,916 25		19 26	752 12	4,687 63	43 21
53	6,658 99	2,711 46	141 63	3,627 37	13,139 45	
54	4,675 04			1,836 98	6,512 02	
55	9,494 25			2,295 87	11,790 12	344 10
56	2,315 00			1,168 21	3,483 21	68 70
57	1,486 72		3 30	438 82	1,928 84	657 10
58	3,611 68	6 90		1,357 31	4,975 89	2,028 96
59	3,661 25	291 10	60 07	1,955 94	5,968 36	42 78
60	3,897 18	1,485 90	18 74	624 54	6,026 36	375 21
61	1,350 00			376 44	1,726 44	436 38

V.—TABLE E—The

Towns.	Receipts. Legislative grants.	Municipal grants and assessments.	Clergy Reserve Fund, balances and other sources.	Total receipts for all public school purposes.
	$ c.	$ c.	$ c.	$ c.
62 Perth	519 00	3,735 31	457 99	4,712 30
63 Peterborough	1.181 00	17,200 00	1.546 38	19,927 38
64 Petrolea	544 00	13,000 00	2,534 51	16,078 51
65 Picton	570 00	4,150 00	276 02	4,996 02
66 Port Arthur	280 00	2,965 84	15 15	3,260 99
67 Port Hope	803 00	6,291 45	118 00	7,212 45
68 Prescott	408 00	2,883 80	172 39	3,464 19
69 Rat Portage	412 00	11,600 00	771 81	12,783 81
70 Renfrew	357 00	4,590 86	5,833 00	10,780 86
71 Ridgetown	296 00	3,100 00	205 08	3,601 08
72 Sandwich	159 00	2,000 00	1,985 11	4,144 11
73 Sarnia	861 00	9,084 59	201 44	10,147 03
74 Sault Ste. Marie	345 00	5,000 00	618 16	5,963 16
75 Seaforth	303 00	3,350 00	644 19	4,297 19
76 Simcoe	498 00	3,517 09	609 62	4,624 71
77 Smith's Falls	535 00	6,904 14	225 06	7,664 20
78 Stayner	152 00	1,450 00	568 31	2,170 31
79 Sturgeon Falls	38 00	509 06	6 93	553 99
80 St. Marys	434 00	3,583 64	841 48	4,859 12
81 Strathroy	510 00	3,903 00	689 91	5,102 91
82 Sudbury	112 00	1,390 92	119 03	1,621 95
83 Thessalon	275 00	1,386 22	69 60	1,730 82
84 Thornbury	109 00	1.532 84	157 44	1,799 28
85 Thorold	191 00	1,900 00	977 34	3,068 34
86 Tilsonburg	289 75	3,332 00	398 30	4,020 05
87 Toronto Junction	863 00	11,156 30	387 27	12,406 57
88 Trenton	421 00	1,820 14	1,765 95	4,007 09
89 Uxbridge	231 00	2,635 00	488 73	3,354 73
90 Vankleekhill	....	1,900 00	952 42	2,852 42
91 Walkerton	458 00	3,690 39	217 03	4,365 42
92 Walkerville	141 00	3,300 00	184 41	3,625 41
93 Wallaceburg	244 00	4,397 14	53 07	4,694 21
94 Waterloo	410 50	4,600 00	448 82	5,459 32
95 Welland	391 00	3,377 70	2,710 18	6,478 88
96 Whitby	435 00	4,150 00	233 09	4,818 09
97 Wiarton	274 00	2,519 05	589 90	3,382 95
98 Wingham	267 00	3,150 00	557 17	3,974 17
99 Woodstock	1,258 00	11,187 17	7,869 26	20,314 43
Total	40,895 50	458,041 38	81,803 36	580,740 24
Totals.				
1 Counties, etc	244,678 80	1,876,081 39	947,518 08	3,068,278 27
2 Cities	54,289 00	802,821 22	146,702 28	1,003,812 50
3 Towns	40,895 50	458,041 38	81,803 36	580,740 24
4 Grand total, 1897	339,863 30	3,136,943 99	1,176,023 72	4,652,831 01
5 " " 1896	*329,329 43	3,190,708 74	1,072,426 14	4,592,464 31
6 Increase	10,533 87	....	103,597 58	60,366 70
7 Decrease	....	53,764 75	....	....
8 Percentage	7	70	23	....
Cost per pupil.				
1 Counties, etc	7 67			
2 Cities	14 60			
3 Towns	8 66			
4 Province	8 87			

*Including Insp. salaries; Teac.

Public Schools.

Expenditure.

	Teacher's salaries.	Sites and building school houses.	Maps, apparatus, prizes and libraries.	Rents, repairs, fuel and other expenses.	Total expenditure for all public school purposes.	Balances.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
62	3,526 72	.....	.....	1,130 94	4,657 66	54 64
63	13,173 56	.....	55 00	6,698 82	19,927 38	.....
64	6,048 89	3,760 00	45 00	3,969 36	13,823 25	2,255 26
65	3,836 84	.....	41 60	960 93	4,839 37	156 65
66	2,077 47	.....	.....	1,167 97	3,245 44	15 55
67	5,775 00	.....	.....	1,437 45	7,212 45	.....
68	2,720 00	.....	63 00	658 47	3,441 47	22 72
69	6,676 01	2,807 52	.....	2,793 64	12,277 17	506 64
70	3,089 25	1,002 97	.....	4,877 73	8,969 95	1,810 91
71	3,037 77	3 80	153 25	263 90	3,458 72	142 36
72	1,733 50	.....	.....	439 71	2,173 21	1,970 90
73	7,424 76	.....	56 60	2,085 44	9,566 80	580 23
74	3,721 94	105 25	543 51	1,402 79	5,773 49	189 67
75	2,980 00	.....	10 00	566 54	3,556 54	740 65
76	3,992 00	.....	36 00	465 11	4,493 11	131 60
77	4,576 28	.....	150 55	2,408 37	7,135 20	529 00
78	1,801 00	.....	71 00	277 39	2,149 39	20 92
79	354 39	.....	9 80	82 43	446 62	107 37
80	2,932 39	.....	28 00	1,254 34	4,264 73	594 39
81	3,964 33	.....	56 00	1,077 49	5,097 82	5 09
82	1,116 00	232 00	204 83	.....	1,552 83	69 12
83	1,048 00	.....	.....	637 18	1,685 18	45 64
84	1,425 00	.....	.....	272 95	1,697 95	101 33
85	2,445 82	.....	6 35	606 06	3,058 23	10 11
86	3,076 57	.....	.....	875 08	3,951 65	68 40
87	9,344 90	.....	.....	2,673 54	12,018 44	388 13
88	2,796 72	15 49	20 15	1,174 73	4,007 09	.....
89	2,458 32	.....	.....	895 11	3,353 43	1 30
90	1,877 72	438 65	148 49	261 70	2,726 56	125 86
91	3,540 50	.....	.....	791 43	4,331 93	33 49
92	2,350 55	.....	47 60	909 15	3,307 30	318 11
93	3,576 32	.....	121 00	993 90	4,691 22	2 99
94	4,108 34	196 85	14 52	1,047 45	5,367 16	92 16
95	2,713 47	365 54	12 60	916 58	4,008 19	2,470 69
96	3,827 50	.....	5 70	984 89	4,818 09	.....
97	2,135 00	94 01	13 25	477 59	2,719 65	663 30
98	3,108 39	.....	.....	830 13	3,938 52	35 65
99	10,851 00	.....	1,299 45	3,373 97	15,524 42	4,790 01
	368,533 27	34,876 48	4,721 99	128,577 05	536,708 79	44,031 45
1	1,731,544 66	206,600 95	38,486 49	417,085 69	2,393,717 79	674,560 48
2	617,183 16	108,979 27	11,589 79	245,322 68	983,074 90	20,737 60
3	368,533 27	34,876 48	4,721 99	128,577 05	536,708 79	44,031 45
4	2,717,261 09	350,456 70	54,798 27	790,985 42	3,913,501 48	739,329 53
5	2,724,686 81	330,409 10	50,922 96	783,423 69	3,889,442 56	703,021 75
6	.....	20,047 60	3,875 31	7,561 73	24,058 02	36,307 78
7	7,425 72	.....	.....	.....	.....	.....
8	69	9	2	20	.....	.....

Inst. ; P. S. Leav. ; etc.

VI.—TABLE F.—The Roman Catholic

Counties. (Including incorporated villages, but not cities or towns.)	Number of schools.	Receipts.				Expendi-		
		Legislative grants.	School rate on supporters.	Subscribed and from other sources.	Total amount received.	Teachers' salaries.	Sites and building school-houses.	Maps, apparatus, prizes and libraries.
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1 Bruce	8	410 00	3,743 43	805 66	4,959 09	3,175 00	580 46	56 15
2 Carleton	15	629 00	5,641 90	2,032 19	8,303 09	4,283 20	985 05	193 15
3 Essex	8	606 00	2,796 23	1,273 53	4,675 76	2,383 85	173 75	361 23
4 Frontenac	10	390 00	2,893 03	992 97	4,276 00	2,704 13	124 48	8 00
5 Grey	8	384 00	1,685 31	527 89	2,597 20	1,595 00	116 55	49 13
6 Hastings	7	278 00	1,515 69	654 22	2,447 91	1,651 00	230 90	3 51
7 Huron	6	211 00	2,369 15	507 68	3,087 83	2,040 00	198 97	33 25
8 Kent	5	146 90	2,338 39	308 30	2,792 69	1,751 85	17 17	56 86
9 Lambton	2	78 00	704 90	165 65	948 55	532 83	.....	16 75
10 Lanark	3	142 00	543 51	303 41	988 92	595 00	5 88	.....
11 Leeds and Grenville	5	278 00	1,268 40	291 09	1,837 49	1,170 00	41 25	48 03
12 Lennox & Addington	2	100 00	386 95	103 54	590 49	429 00	.....	.....
13 Lincoln	1	74 00	622 46	202 36	898 82	400 00	368 00	.. ....
14 Middlesex	4	112 00	1,416 82	465 98	1,994 80	1,022 00	4 95	....
15 Norfolk	1	59 00	537 91	430 30	1,027 21	450 00	.....	.. ....
16 Northumberland	7	214 00	2,182 44	1,289 44	3,685 88	1,791 75	1,215 45	7 20
17 Ontario	1	79 00	.....	837 79	916 79	650 00	.....	34 50
18 Peel	1	45 00	145 89	66 43	257 32	210 00	... ..	22 92
19 Perth	4	137 00	1,160 75	344 09	1,641 84	1,085 00	39 85	15 00
20 Peterborough	1	21 00	231 76	13 06	265 82	230 00	.....	.....
21 Prescott & Russell	62	3,321 25	18,650 47	7,371 23	29,342 95	17,608 46	2,156 03	607 44
22 Renfrew	8	504 00	2,455 26	1,186 99	4,146 25	2,059 75	963 27	38 81
23 Simcoe	3	230 00	1,201 04	204 71	1,635 75	1,100 00	217 40	29 28
24 Stormont, Dundas and Glengarry	11	732 00	2,598 85	4,250 08	7,580 93	4,678 53	499 10	22 96
25 Waterloo	9	352 00	3,130 37	2,866 09	6,348 46	2,997 00	147 38	61 20
26 Welland	1	22 00	506 18	346 03	874 21	539 08	.....	21 80
27 Wellington	8	328 00	2,671 87	1,086 80	4,086 67	2,230 00	144 86	105 65
28 Wentworth	1	51 00	170 00	40 60	261 60	225 00	4 00	.....
29 York	2	56 00	494 28	243 84	794 12	340 00	240 39	.....
30 Districts	14	1,000 00	5,059 87	1,249 93	7,309 80	3,403 26	2,210 65	122 80
Total	218	10,989 25	69,123 11	30,461 88	110,574 24	63,330 69	10,685 79	1,915 62
Cities.								
1 Belleville	4	255 00	1,569 91	474 45	2,289 36	1,600 00	46 60	.....
2 Brantford	2	238 00	1,520 56	327 25	2,085 81	1,128 45	416 22	8 50
3 Chatham	1	202 00	1,397 88	439 39	2,039 27	1,625 00	.....	.....
4 Guelph	3	271 00	2,668 45	294 26	3,233 71	2,125 00	.....	110 00
5 Hamilton	8	959 00	11,750 00	1,751 30	14,460 30	4,750 00	3,018 19	836 51
6 Kingston	4	506 00	3,755 71	9,282 17	13,543 88	4,025 00	370 10	.....
7 London	5	545 00	5,531 61	485 33	6,561 94	2,600 00	2,250 00	109 00
8 Ottawa	20	4,088 00	31,800 00	6,737 21	42,625 21	20,841 00	917 06	510 00
9 St. Catharines	3	267 00	3,841 15	164 37	4,272 52	2,132 32	1,217 50	6 00
10 St. Thomas	1	131 00	1,027 76	306 29	1,465 05	800 00	.. ..	35 00
11 Stratford	1	220 00	2,200 00	285 29	2,705 29	1,300 00	500 00	118 00
12 Toronto	18	2,920 00	36,761 71	7,679 55	47,361 26	20,877 54	8,952 71	1,476 49
Total	70	10,602 00	103,824 74	28,226 86	142,653 60	63,804 31	17,688 38	3,209 50

Separate Schools.

	ture.					Pupils.			Attendance.							
	All other purposes.		Total amount expended.		Balances.	Number of pupils.	Boys.	Girls.	Average attendance.	Percentage of average to total attendance.	Less than 20 days during the year.	21 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to whole year.
	$ c.		$ c.		$ c											
1	486	35	4,297	96	661 13	841	477	364	541	64	34	85	103	162	264	93
2	2,361	17	7,822	57	480 52	1,227	631	596	609	50	100	187	299	237	381	23
3	1,438	73	4,357	56	318 20	594	307	287	350	59	29	51	168	145	152	39
4	568	86	3,405	47	870 53	373	191	182	198	53	16	59	66	107	125	.. ...
5	251	31	2,011	99	585 21	251	132	119	106	53	32	51	57	59	52	.....
6	321	03	2,206	44	241 47	303	150	153	152	50	26	42	75	71	88	1
7	557	34	2,829	56	258 27	403	233	170	209	52	33	34	95	105	120	16
8	473	09	2,298	97	493 72	341	174	167	173	51	19	29	112	78	80	13
9	82	17	631	75	316 80	103	60	43	55	54	7	16	33	26	21	.....
10	225	99	826	87	162 05	115	55	60	54	48	7	21	26	31	28	2
11	283	11	1,542	39	295 10	232	121	111	138	60	9	30	51	47	62	33
12	50	13	479	13	111 36	95	47	48	46	49	11	14	21	20	28	1
13	84	27	852	27	46 55	87	48	39	57	66	1	7	18	18	43	....
14	139	10	1,166	05	828 75	146	87	59	85	58	4	20	25	33	58	6
15	157	70	607	70	419 51	98	53	45	58	59	1	9	22	34	31	1
16	383	55	3,397	95	287 93	244	131	113	128	53	16	33	58	69	68	.....
17	227	34	911	84	4 95	105	61	44	68	65	2	11	23	10	47	12
18	18	40	251	32	6 00	37	19	18	15	42	6	6	7	3	15	.....
19	282	25	1,422	10	219 74	225	122	103	112	50	20	39	49	54	57	6
20	7	75	237	75	28 07	42	25	17	18	43	4	9	9	11	6	3
21	4,164	05	24,535	98	4,806 97	5,443	2,805	2,638	2,697	50	496	784	1,318	1,218	1,510	117
22	494	43	3,556	26	589 99	504	243	261	243	49	44	87	133	112	118	10
23	123	03	1,469	71	166 04	247	134	113	160	65	17	23	32	49	70	56
24	1,876	02	7,076	61	504 32	1,210	622	588	546	45	146	168	319	290	287	...
25	704	41	3,909	99	2,438 47	743	393	350	452	61	36	98	140	135	264	70
26	134	22	695	10	179 11	50	25	25	31	62	3	6	8	9	24	.....
27	599	55	3,080	06	1,006 61	464	254	210	267	57	20	61	93	107	171	12
28	32	60	261	60	.....	25	15	10	14	56	3	....	6	7	8	1
29	162	32	742	71	51 41	106	46	60	58	55	2	16	23	26	39	.....
30	1,121	82	6,858	53	451 27	970	476	494	434	....	107	151	217	279	153	63
	17 812	09	93,744	19	16,830 05	15,624	8,137	7,487	8,074	51	1,251	2,157	3,606	3,552	4,480	578
1	640	64	2,287	24	12 12	471	265	206	247	53	9	45	179	132	106	.....
2	490	07	2,043	24	42 57	330	160	170	232	70	2	15	49	58	206	.....
3	329	91	1,954	91	84 36	317	163	154	199	63	21	53	55	57	151	.....
4	732	52	2,967	52	266 19	445	253	192	350	79	9	13	73	96	254	.....
5	4,469	06	13,073	76	1,386 54	1,642	786	856	1,220	74	30	175	302	312	823	.....
6	9,148	78	13,543	88	....	818	413	405	541	66	21	51	145	176	425	.....
7	1,502	07	6,461	07	100 87	735	403	332	595	81	5	18	71	112	529	.....
8	19,980	51	42,248	57	376 64	5,639	2,896	2,743	3,301	59	297	662	1,326	1,025	2,329	.....
9	877	82	4,233	64	38 88	372	197	175	248	66	8	32	56	85	191	.....
10	510	81	1,345	81	119 24	205	108	97	158	77	.....	.....	30	46	129	.....
11	475	05	2,393	05	312 24	348	196	152	244	70	2	19	69	90	168	.....
12	11,822	71	43,129	45	4,231 81	4,992	2,547	2,445	3,281	66	256	441	950	965	2,380	.....
	50,979	95	135,682	14	6,971 46	16,314	8,387	7,927	10,616	66	660	1,504	3,305	3,154	7,691	....

VI.—TABLE F.—The Roman Catholic

Town.	Number of schools.	Receipts.				Expendi-		
		Legislative grant.	School rate on supporters.	Subscribed and from other sources.	Total amount received.	Teachers' salaries.	Sites and building school-houses.	Maps, apparatus, prizes and libraries.
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1 Almonte	1	136 00	1183 40	1507 68	2827 08	918 71	185 45	44 74
2 Amherstburg	1	139 00	864 15	1595 24	2598 39	1029 99	44 63	57 99
3 Arnprior	2	195 00	1879 76	1111 85	3186 61	1510 00	1341 00	28 48
4 Barrie	1	133 00	1231 07	519 18	1883 25	900 00	320 98	20 00
5 Berlin	1	215 00	2361 84	5493 43	8070 27	1225 00	5869 55	
6 Brockville	1	269 00	2357 90	945 00	3571 90	2500 00		
7 Cobourg	1	124 00	900 00	10 26	1034 26	800 00		
8 Cornwall	3	420 00	4880 00	32 00	5332 00	3215 00	50 00	
9 Dundas	1	96 00	897 41	37 72	1031 13	700 00		3 04
10 Galt	1	61 00	458 80	230 15	749 95	325 00	132 97	9 00
11 Goderich	1	43 00	471 51	21 52	536 03	400 00		
12 Ingersoll	1	91 00	656 14	20 09	767 23	575 00	5 50	19 35
13 Lindsay	2	213 00	2099 59	2256 02	4568 61	1887 50		34 63
14 Mattawa	1	277 00	1835 91	304 11	2417 02	1857 90	200 00	
15 Newmarket	1	35 00	267 20	254 63	556 83	300 00	6 00	
16 Niagara Falls	1	124 00	894 00	489 53	1507 53	600 00		30 00
17 North Bay	2	97 00	1900 00	1108 30	3105 30	1255 25	1491 00	68 50
18 Oakville	1	26 00	226 00	258 81	510 81	254 75		
19 Orillia	1	114 00	1535 16	1624 00	3273 16	1350 00	256 79	28 00
20 Oshawa	1	52 00	446 90	11 98	510 88	400 00		3 68
21 Owen Sound	1	122 00	611 55	738 00	1471 55	385 00	353 80	66 45
22 Paris	1	31 00	442 68	436 09	909 77	360 00		
23 Parkhill	1	32 00	205 40	133 40	370 80	325 00		13 50
24 Pembroke	1	218 00	2802 52	468 91	3519 43	2472 50	238 87	14 35
25 Perth	1	92 00	764 00	107 30	963 30	600 00	155 50	
26 Peterborough	3	423 00	4591 00	593 82	5607 82	2939 00	37 65	
27 Picton	1	30 00	417 51	100 26	547 77	400 00		5 65
28 Port Arthur	1	100 00	663 37	1131 80	1895 17	900 00	127 37	
29 Prescott	1	137 00	1049 01	395 43	1581 44	1100 00	39 25	2 00
30 Rat Portage	2	74 00	1450 00	167 83	1691 83	1000 00		
31 Renfrew	2	148 00	596 75	1142 02	1886 77	1375 01		
32 Sarnia	1	80 00	1069 00	481 65	1630 65	900 00		
33 Sault Ste. Marie	1	26 00	768 79	198 16	992 95	558 00	87 50	44 30
34 St. Mary's	1	40 00	391 40	167 23	598 63	325 00	81 00	
35 Sturgeon Falls	1	73 00	700 00	72 56	845 56	530 91	170 50	17 76
36 Sudbury	1	102 00	1432 95	273 07	1808 02	950 00	598 90	20 00
37 Thorold	1	79 00	971 40	103 18	1153 58	700 00	43 65	12 00
38 Trenton	1	159 00	2407 50	181 46	2747 96	1250 00	822 48	
39 Vankleekhill	1		773 48	198 61	972 09	800 00	10 85	12 50
40 Walkerton	1	104 00	493 30	91 26	688 56	500 00	7 05	79 10
41 Wallaceburg	1	38 00	877 13	189 17	1104 30	675 00		10 05
42 Waterloo	1	52 00	600 00	66 19	718 19	300 00	129 72	16 45
43 Whitby	1	34 00	244 00	73 75	351 75	265 00	1 00	
Total	52	5084 00	51669 48	25342 65	82096 13	41664 52	12859 06	661 42
Totals.								
1 Counties, etc	218	10989 25	69123 11	30461 88	110574 24	63330 69	10685 79	1915 62
2 Cities	70	10602 00	103824 74	28226 86	142653 60	63804 31	17688 38	3209 50
3 Towns	52	5084 00	51669 48	25342 65	82096 13	41664 52	12859 06	661 42
4 Grand total 1897	340	26675 25	224617 33	84031 39	335323 97	168799 52	41233 23	5786 54
5 " 1896	339	24903 55	224938 69	87187 55	337029 79	163896 31	55733 94	5812 66
6 Increase	1	1771 70				4903 21		
7 Decrease			321 36	3156 16	1705 82		14500 71	26 12
8 Percentage		8	67	25		56	15	2
Cost per pupil—								
1 Counties		6 00						
2 Cities		8 31						
3 Towns		7 51						
4 Province		7 22						

Separate Schools.

ture.				Pupils.			Attendance.							
	All other purposes.	Total amount expended.	Balances.	Number of pupils.	Boys.	Girls.	Average attendance.	Percent. of average to total attendance	Less than 20 days during the year.	21 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to whole year.
	$ c.	$ c.	$ c.											
1	1265 02	2369 18	457 90	177	99	78	104	59	7	16	33	40	81	.....
2	1412 86	2532 22	66 17	282	124	158	186	66	8	19	54	48	153	.....
3	277 62	3186 61	.....	403	208	195	233	58	23	45	97	74	164	.....
4	312 74	1582 20	321 05	228	111	117	164	72	4	15	41	40	128	.....
5	602 41	7716 96	353 31	367	195	172	254	69	10	18	52	82	205	.....
6	1053 11	3553 11	18 79	406	196	210	305	71	11	16	45	79	255	.....
7	231 15	1031 15	3 11	227	120	107	154	68	3	11	38	60	115	.....
8	2064 84	5329 84	2 16	988	484	504	594	60	63	147	202	183	393	.....
9	251 24	954 28	76 85	234	131	103	138	59	2	31	55	64	82	.....
10	102 04	569 01	180 94	108	63	45	72	68	5	6	13	37	47	.....
11	92 93	492 93	43 10	71	34	37	54	76	.....	.....	.....	9	62	.....
12	167 38	767 23	.....	105	50	55	83	79	6	9	15	75	.....	.....
13	724 50	2646 63	1921 98	389	179	210	277	71	16	13	74	101	185	.....
14	259 11	2317 01	100 01	317	162	155	200	64	11	34	77	84	111	.....
15	97 66	403 66	153 17	68	34	34	42	62	8	8	10	9	33	.....
16	722 67	1352 67	154 86	170	77	93	124	73	2	16	24	22	106	.....
17	254 70	3069 45	35 85	200	105	95	123	61	12	15	37	48	88	.....
18	182 13	436 88	73 93	44	26	18	25	57	3	9	5	11	16	.....
19	354 64	1989 43	1283 73	233	124	109	170	73	3	15	37	47	131	.....
20	89 60	493 28	17 60	90	40	50	59	66	4	11	13	18	44	.....
21	141 03	946 28	525 27	103	57	46	74	72	2	14	14	13	60	.....
22	110 24	470 24	439 53	55	22	33	35	64	3	4	14	15	19	.....
23	32 30	370 80	.....	68	32	36	43	63	3	6	11	19	29	.....
24	694 33	3470 05	49 38	529	292	237	337	64	11	43	110	110	255	.....
25	207 80	963 30	.....	210	111	99	142	68	11	17	33	32	117	.....
26	1136 18	4162 93	1444 89	717	367	350	529	74	19	42	84	134	438	.....
27	104 00	509 55	38 22	47	23	24	28	60	2	5	8	14	18	.....
28	766 76	1794 13	101 04	153	60	93	112	74	7	7	24	20	95	.....
29	440 19	1581 44	.....	201	111	90	124	62	10	12	31	31	117	.....
30	470 00	1470 00	221 83	249	115	134	157	63	4	21	53	73	98	.....
31	468 15	1843 16	43 61	360	176	184	219	61	29	22	73	92	144	.....
32	508 00	1408 00	222 65	186	93	93	100	54	1	12	29	42	102	.....
33	127 00	816 80	176 15	130	70	60	70	54	11	24	30	34	31	.....
34	95 33	501 33	97 30	62	27	35	42	68	.....	6	7	12	37	.....
35	74 94	794 11	51 45	195	96	99	99	51	20	20	51	54	50	.....
36	227 22	1796 12	11 90	181	83	98	108	14	20	61	44	55	1	.....
37	331 11	1086 76	66 82	131	56	75	87	67	4	10	26	26	65	.....
38	499 05	2571 53	176 43	264	126	138	207	78	1	15	24	71	153	.....
39	14 57	837 92	134 17	238	97	141	121	51	11	39	65	60	63	.....
40	82 61	668 76	19 80	186	100	86	131	70	....	13	40	42	91	.....
41	207 97	893 02	211 28	139	68	71	66	48	16	25	36	18	44	.....
42	241 23	687 40	30 79	114	45	69	73	64	.....	15	21	30	48	.....
43	59 72	325 72	26 03	57	29	28	41	72	1	1	10	12	33	.....
	17558 08	72743 08	9353 05	9682	4818	4864	6306	65	387	888	1760	2140	4507	.....
1	17812 09	93744 19	16830 05	15624	8137	7487	8074	51	1251	2157	3606	3554	4480	578
2	50979 95	135682 14	6971 46	16314	8387	7927	10616	66	660	1504	3305	3154	7691	.....
3	17558 08	72743 08	9353 05	9682	4818	4864	6306	65	387	888	1760	2140	4507	.....
4	86350 12	302169 41	33154 56	41620	21342	20278	24996	60	2298	4549	8671	8846	16678	578
5	77703 98	303146 89	33882 90	40846	20978	19868	24630	60	2112	4499	8531	9030	15979	695
6	8646 14	.....	.....	774	364	410	366	...	186	50	140	.....	699	.....
7	.. ..	977 48	728 34	.....	.....	.....	..	.....	.....	.....	.....	184	.....	117
8	27	.....	.....	.....	51	49	....	...	6	11	19	22	40	2

VII.—TABLE G. The Roman

Counties. (Including incorporated villages, but not cities and towns.)	Teachers.					Number in the different					
	Number of teachers.	Male.	Female.	Average salary, male.	Average salary, female.	Reading.	Writing.	Arithmetic.	Drawing.	Geography.	Music.
				$	$						
1 Bruce	13	4	9	410	170	841	841	801	791	529	412
2 Carleton	22	3	19	251	181	1,227	1,202	1,227	857	629	229
3 Essex	12	...	12	....	233	594	564	594	564	331	421
4 Frontenac	10	3	7	234	235	373	373	373	36	281	150
5 Grey	7	1	6	240	226	251	251	251	216	77	76
6 Hastings	7	....	7	....	240	303	276	265	260	202	153
7 Huron	7	2	5	245	311	403	403	403	395	301	307
8 Kent	6	2	4	313	280	341	341	341	341	211	117
9 Lambton	2	1	1	230	210	103	103	103	103	79	.....
10 Lanark	3	...	3	.....	215	115	115	115	115	69	94
11 Leeds and Grenville	6	1	5	225	197	232	211	205	168	148	95
12 Lennox & Addington	2	....	2	.....	215	95	76	78	7-	54	.....
13 Lincoln	2	....	2	.....	200	87	87	87	87	52	87
14 Middlesex	4	....	4	.....	270	146	146	146	146	132	92
15 Norfolk	1	....	1	.....	450	98	98	98	98	75	98
16 Northumberland	8	2	6	263	203	244	244	244	200	191	68
17 Ontario	2	1	1	450	200	105	105	105	105	85	.....
18 Peel	1	....	1	....	210	37	37	37	37	23	....
19 Perth	4	....	4	.....	271	225	225	225	204	156	60
20 Peterborough	1	...	1	...	230	42	27	27	27	21	.....
21 Prescott and Russell	80	11	69	297	214	5,448	4,197	4,588	2,850	2,248	800
22 Renfrew	10	1	9	250	206	504	469	420	346	232	224
23 Simcoe	6	1	5	350	152	247	247	247	247	125	...
24 Stormont, D. and G.	19	2	17	390	213	1,210	1,115	1,146	1,071	565	633
25 Waterloo	14	2	12	335	220	743	743	743	743	505	618
26 Welland	1	....	1	....	275	50	50	50	50	33	50
27 Wellington	10	1	9	300	215	464	464	464	437	344	211
28 Wentworth	1	....	1	.....	225	25	25	25	25	13	25
29 York	2	....	2	.....	208	106	106	106	106	79	66
30 Districts	18	3	15	350	200	970	589	740	150	246	290
Total	281	41	240	306	215	15,624	13,730	14,254	11,179	8,036	5,376
Cities.											
1 Belleville	6	1	5	600	200	471	471	471	471	256	.....
2 Brantford	5	....	5	...	220	330	330	330	330	241	
3 Chatham	6	1	5	500	225	317	317	317	317	239	317
4 Guelph	8	....	8	.....	212	445	445	445	445	445	445
5 Hamilton	38	...	38	....	125	1,642	1,642	1,642	1,642	1,642	1,642
6 Kingston	15	3	12	466	219	818	818	818	818	634	740
7 London	16	....	16	..	200	735	735	735	735	735	735
8 Ottawa	87	8	79	591	200	5,639	5,637	5,554	5,289	4,015	3,958
9 St. Catharines	9	1	8	450	181	372	372	372	372	284	344
10 St. Thomas	4	....	4	.....	200	205	205	205	205	165	205
11 Stratford	6	...	6	.. .	217	348	348	348	348	259	348
12 Toronto	96	27	69	300	206	4,992	4,992	4,992	4,992	3,519	4,801
Total	296	41	255	384	193	16,314	16,312	16,229	15,964	12,434	13,535

Catholic Separate Schools.

	branches of instruction.											Maps and Prizes.		Arbor Day.
	Grammar and Composition.	English History.	Canadian History.	Temperance and Hygiene.	Drill and Calisthenics.	Bookkeeping	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.	Number of maps.	Number of schools giving prizes.	Number of trees planted on Arbor Day.
1	715	121	245	144	270	10	1	1	...	...	.....	58	2	....
2	584	132	380	285	239	33	10	10	11	15	.....	73	2	59
3	245	97	168	176	495	5	4	4	.....	2	.....	57	2	54
4	290	173	206	179	373	19	22	19	7	.....	.....	57	.....	...
5	137	89	144	161	83	12	4	4	.....	.....	.....	51	..	16
6	205	93	130	130	206	5	5	5	.....	.....	.....	31	2	16
7	273	119	165	135	136	20	20	20	1	1	..	51	2	12
8	211	96	132	136	48	21	21	21	....	....	.....	41	1	7
9	77	53	53	16	.....	....	6	3	.....	.....	.....	20	....	9
10	69	20	37	37	38	....	..	....	.....	...	.....	11	...	4
11	139	75	117	138	113	24	24	24	.. ..	8	.....	39	1	4
12	61	20	32	32	39	1	1	1	..	.....	.....	11	1	.....
13	68	38	38	52	87	.....	.....	....	.....	.....	.....	7	...	.....
14	99	46	56	61	146	7	7	7	.. ..	....	.....	39	....	...
15	59	37	45	75	98	10	13	13	....	13	.....	5	....	10
16	182	77	128	93	105	8	7	7	....	.	..	51	1	....
17	57	38	57	57	105	10	10	10	....	35	35	6	....	.....
18	23	9	9	9	37	.....	.....	.....	.....	.....	.....	9	....	.....
19	164	68	94	66	60	....	....	.....	.....	.....	.....	34	3	.. ..
20	21	11	4	7	.....	1	1	.....	..	.....	.....	6	....	9
21	2,325	180	715	794	2,211	79	2	6	.....	41	.....	311	29	39
22	219	144	143	82	221	41	22	19	.....	....	... ..	46	3	1
23	125	44	72	40	204	22	4	4	....	...	.....	81	1	6
24	571	106	198	193	714	17	17	17	6	7	.....	87	5	17
25	505	132	266	155	663	8	2	.....	.....	.. ..	.....	69	....	21
26	43	8	26	26	50	2	2	2	....	.....	.....	....	.....	....
27	293	151	211	244	211	4	4	4	....	.....	.....	68	....	10
28	13	4	8	4	....	.....	.....	.....	.....	.....	.....	6	1	....
29	58	4	4	70	106	....	....	....	.....	...	.....	12	1	5
30	353	34	66	17	284	5	.....	...	...	....	.....	68	....	...
	8,184	2,209	3,949	3,614	7,343	364	209	201	25	122	35	1,405	57	299
1	139	61	139	139	471	.....	.....	.....	.....	.....	.....	30	4	.....
2	241	79	79	79	251	...	.....	.....	.....	.....	.....	12	....	...
3	239	61	116	103	317	.....	.....	.....	.....	.....	.....	10	1	.....
4	352	93	187	280	445	.....	.....	.....	.....	.....	.....	28	3	...
5	1,642	350	705	1,642	1,642	70	70	70	42	10	.....	98	.....	.....
6	818	168	351	351	818	36	30	30	.....	10	.....	...	...	...
7	735	84	227	735	735	.....	.....	.....	.....	.....	.....	25	1	...
8	3,897	672	2,272	2,600	5,235	415	98	98	61	30	.....	220	20	8
9	245	93	109	137	258	.....	.....	.....	.....	.....	.....	30	.....	.....
10	165	38	73	126	205	.....	.....	.....	.....	.....	.....	8	1	.....
11	254	88	146	146	348	.....	.....	.....	.....	.....	.....	20	....	.....
12	2,620	695	1,506	4,992	4,168	230	255	255	10	69	.....	370	.....	..
	11,352	2,482	5,910	11,330	14,893	751	453	453	113	119	.....	851	30	8

VII.—TABLE G.—The Roman

Towns.	Teachers.					Number in the different					
	Number of teachers.	Male.	Female.	Average salary, male.	Average salary, Female.	Reading.	Writing.	Arithmetic.	Drawing.	Geography.	Music.
				$	$						
1 Almonte	3	1	2	425	247	177	177	177	177	98	.....
2 Amherstburg	5	....	5	.....	210	282	282	282	282	282	282
3 Arnprior	5	1	4	500	202	403	403	403	380	250	380
4 Barrie	4	....	4	.....	225	228	228	228	228	228	228
5 Berlin	8	....	8	.....	153	367	367	367	367	244	367
6 Brockville	8	1	7	675	247	406	406	406	406	406	406
7 Cobourg	4	....	4	.....	200	227	227	227	227	144	227
8 Cornwall	14	2	12	490	186	988	988	988	988	497	540
9 Dundas	4	....	4	.....	175	234	234	234	210	139	205
10 Galt	1	....	1	.....	325	108	108	108	45	63	84
11 Goderich	2	....	2	.....	200	71	71	71	71	71	71
12 Ingersoll	2	....	2	.....	288	105	105	105	105	80	105
13 Lindsay	7	1	6	575	225	389	389	389	389	296	389
14 Mattawa	5	1	4	650	225	317	317	317	317	258	....
15 Newmarket	1	....	1	.....	300	68	68	68	68	48	68
16 Niagara Falls	3	....	3	.....	200	170	170	170	170	120	170
17 North Bay	3	....	3	.....	341	200	200	200	200	135	102
18 Oakville	1	....	1	.....	300	44	44	44	44	32	44
19 Orillia	4	....	4	.....	338	233	233	233	233	233	233
20 Oshawa	2	....	2	.....	200	90	90	90	90	67	90
21 Owen Sound	2	....	2	.....	193	103	103	103	103	87	103
22 Paris	2	....	2	.....	180	55	55	55	55	55	55
23 Parkhill	1	....	1	.....	325	68	68	68	68	42	68
24 Pembroke	9	1	8	600	237	529	529	529	529	529	529
25 Perth	3	....	3	.....	200	210	210	210	210	210	210
26 Peterborough	12	1	11	550	240	717	717	717	683	454	483
27 Picton	3	....	3	.....	133	47	47	47	34	24	47
28 Port Arthur	3	....	3	.....	300	153	153	153	153	112	153
29 Prescott	4	1	3	500	200	201	201	201	201	161	134
30 Rat Portage	5	....	5	.....	200	249	249	249	191	191	249
31 Renfrew	6	1	5	540	229	360	360	360	360	170	70
32 Sarnia	4	....	4	.....	225	186	186	186	186	186	186
33 Sault St. Marie	2	....	2	.....	285	130	130	130	130	57	...
34 St. Mary's	1	...	1	.....	325	62	62	62	45	45	.....
35 Sturgeon Falls	2	....	2	.....	260	195	195	195	101	43	....
36 Sudbury	6	....	6	.....	267	181	181	181	181	104	..
37 Thorold	3	....	3	.....	233	131	131	131	131	113	131
38 Trenton	5	....	5	.....	250	264	264	264	264	186	264
39 Vankleekhill	6	....	6	.....	133	238	238	238	238	228	
40 Walkerton	4	....	4	.....	125	186	186	186	186	118	..
41 Wallaceburg	2	1	1	400	275	139	139	139	139	79	139
42 Waterloo	3	....	3	.....	100	114	114	114	114	88	114
43 Whitby	1	....	1	.....	265	57	57	57	20	38	....
Total	175	12	163	529	220	9,682	9,682	9,682	9,319	7,001	6,926
Totals.											
1 Counties, etc	281	41	240	306	215	15,624	13,730	14,254	11,179	8,036	5,376
2 Cities	246	41	255	384	193	16,314	16,312	16,229	15,964	12,434	13,535
3 Towns	175	12	163	529	220	9,682	9,682	9,682	9,319	7,001	6,926
4 Grand total, 1897	752	94	658	368	208	41,620	39,724	40,165	36,462	27,471	25,837
5 " 1896	734	98	636	357	207	40,846	39,458	39,539	36,237	28,650	23,460
6 Increase	18	...	22	11	1	774	266	626	225	.....	2,377
7 Decrease	....	4	....	....	....	.....	.....	....	.....	1,179	
8 Percentage	....	13	87	.....	.....	100	97	98	88	67	62

Catholic Separate Schools.

	branches of instruction											Maps and prizes.		
	Grammar and Composition.	English History.	Canadian History.	Temperance and Hygiene.	Drill and Calisthenics.	Book-keeping.	Algebra.	Geometry.	Botany.	Elementary Physics	Agriculture.	Number of Maps.	Number of Schools giving prizes.	Number of trees planted on Arbor Day.
1	71	53	71	53	177	..	....	..	.....	.. ..	.....	14	1	.....
2	150	64	125	282	284	28	28	28	.....	.. ..	.....	31	1	.....
3	268	40	82	40	390	.....	....	....	.....	.	.....	12	2	.....
4	228	55	152	228	228	....	.....	... .	.....	.....	... ..	17	.....	....
5	149	46	149	46	367	.....	.....	.....	.....	....	.....	32	.....	.....
6	291	84	174	84	406	....	.....	.....	.....	.....	.....	14	.....	.....
7	227	49	49	49	227	...	.....	.....	.....	....	.....	10	.....	.....
8	772	96	188	344	390	....	.....	.....	.....	....	.....	23	.....	.....
9	125	50	85	36	180	.....	.....	.....	.....	.....	.....	20	....	.....
10	65	20	45	20	75	....	.....	.....	.....	.....	.....	7	.....	.....
11	71	31	31	31	71	...	....	....	.....	.....	.....	7	1	.....
12	68	25	48	.....	.....	.....	.....	.....	.....	..	....	7	....	.....
13	389	129	180	129	389	34	34	34	.....	16	.....	32	.....	.....
14	238	53	79	38	24	24	24	24	6	10	.....	24	1	... ..
15	36	8	21	8	.....	....	.....	.....	.....	....	.....	10	.....	.....
16	120	61	61	96	170	.....	.....	.....	.....	.....	.....	18	.....	.....
17	108	42	77	10	.....	.....	.....	.....	.....	.....	.....	15	.....	.....
18	32	16	16	32	32	...	.....	.....	...	.....	.....	6	1	.....
19	181	63	107	166	233	...	.....	.....	.....	....	...	9	1	.....
20	49	22	34	22	90	.....	.....	.....	.....	.....	.....	10	1	5
21	87	13	36	36	.....	.....	.....	.....	.....	.....	.....	9	1	.....
22	49	9	9	22	.....	....	.....	.....	.....	.....	.....	7	1	.....
23	42	14	14	14	68	....	.....	.....	.....	.....	.....	9	.....	.....
24	316	113	217	113	529	..	.....	.	.....	... ..	.....	42	.....	... ..
25	110	106	106	106	210	5	.....	.....	.....	.....	.....	9	.....	.....
26	355	134	212	275	283	.....	.....	.....	.....	.....	.....	48	.....	.....
27	34	17	26	17	.....	..	.....	.....	.....	.....	.....	8	....	.....
28	112	49	49	49	153	.....	.....	.....	.....	.....	.....	12	1	.....
29	161	64	98	161	201	.....	.....	.....	.....	.....	.....	14	.....	.....
30	191	171	60	171	249	2	2	2	2	...	.....	8	2	.....
31	276	118	130	46	163	25	30	30	8	16	.....	15	2	...
32	135	58	96	58	186	.....	.....	.....	.....	....	....	9	.....	...
33	57	25	25	12	.....	.....	....	....	.....	.....	.....	8	1	.....
34	25	11	25	25	62	... ..	.....	.....	.....	.....	.....	3	....	....
35	43	19	23	19	....	... ..	.....	...	.....	.....	.....	5	1	20
36	181	17	17	17	181	3	3	3	....	.....	.....	5	1	.....
37	113	34	53	34	131	12	3	3	...	.....	.....	12	.....	.....
38	264	28	81	136	204	.....	.....	.....	.....	.....	.....	21	.....	.....
39	89	24	59	35	238	35	...	.....	.....	....	.....	13	....	10
40	72	40	72	40	156	.....	...	.....	.....	.....	.....	12	.....	.....
41	79	25	25	25	53	7	7	7	....	.....	.....	13	1	.....
42	68	21	38	38	114	8	.....	.....	.....	.....	.....	11	1	... .
43	38	20	30	20	.....	.....	.....	.....	.....	.....	.....	10	.....	.....
	6,535	2,137	3,275	3,183	6,912	183	131	131	16	42	.....	621	21	35
1	8,184	2,209	3,949	3,614	7,343	364	209	201	25	122	35	1,405	57	299
2	11,352	2,482	5,910	11,330	14,893	751	453	453	113	119	.....	851	30	8
3	6,535	2,137	3,275	3,183	6,912	183	131	131	16	42	.....	621	21	35
4	26,071	6,828	13,134	18,127	29,148	1,298	793	785	154	283	35	2,877	108	342
5	27,176	7,010	12,967	14,517	26,772	1,879	687	671	1,941	147	94	2,876	149	575
6	.....	.. ..	167	3,610	2,376	.....	106	114	....	136	.....	1	.....	.....
7	1,105	182	.....	.....	.....	581	.....	.....	1,787	.....	59	.....	41	233
8	63	16	32	44	70	3	2	2	.....	.....	.....	7	.....	1

VIII.—TABLE H.—The

Collegiate Institutes.	Receipts.					
	Legislative grants.	Municipal grants (county).	Municipal grants (local).	Fees.	Balances and other sources.	Total receipts.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1 Aylmer	988 51	1,481 24	1,250 00	881 00	368 74	4,969 52
2 Barrie	1,143 32	1,143 32	1,900 00	1,643 00	1,311 79	7,141 43
3 Brantford	1,281 88	.....	6,500 00	2,605 53	2,619 34	13,006 75
4 Brockville	1,172 97	1,277 00	6,300 00	156 00	1,151 20	10,057 17
5 Chatham	1,311 53	1,448 10	4,435 00	1,071 65	1,265 09	9,531 37
6 Clinton	974 83	1,242 25	1,600 00	1,104 75	1,937 79	6,859 62
7 Cobourg	1,006 19	1,006 19	2,000 00	1,249 25	737 12	5,988 75
8 Collingwood	1,016 59	1,016 59	2,000 00	1,076 00	1,361 65	6,470 83
9 Ga't	1,231 99	1,231 99	2,700 00	1,941 20	1,192 34	8,297 52
10 Goderich	1,090 28	1,482 75	2,500 00	1,126 25	1,805 13	8,004 41
11 Guelph	1,122 58	.....	4,838 10	944 95	972 65	7,878 28
12 Hamilton	2,573 84	.....	22,197 99	5,258 50	678 00	30,708 33
13 Ingersoll	978 61	1,908 89	3,546 03	718 75	1,057 63	8,209 91
14 Kingston	1,345 60	76 13	7,300 00	3,280 00	630 17	12,631 90
15 Lindsay	1,307 38	2,473 00	2,826 05	2,051 50	506 60	9,164 50
16 London	1,410 20	.....	23,243 96	1,206 00	1,505 11	27,365 27
17 Morrisburg	1,089 50	2,610 00	2,000 00	797 31	1,624 22	8,121 03
18 Napanee	1,156 28	3,000 00	2,850 00	206 99	642 14	7,855 41
19 Niagara Falls	1,058 86	1,237 25	4,500 00	.....	229 63	7,025 74
20 Ottawa	1,327 86	.....	10,450 00	7,615 09	2,174 11	21,566 56
21 Owen Sound	1,306 39	2,506 80	4,652 50	2,520 50	244 25	11,229 44
22 Perth	1,048 53	.....	3,971 33	454 00	589 62	6,063 48
23 Peterborough	1,288 03	.....	6,800 00	2,652 00	496 37	11,236 40
24 Ridgetown	999 53	2,294 37	1,100 00	1,138 50	1,724 12	7,256 52
25 Sarnia	1,090 05	1,669 46	4,151 75	118 00	238 75	7,268 01
26 Seaforth	1,050 29	1,883 33	1,600 00	1,353 00	1,198 40	7,085 02
27 Stratford	1,258 55	1,300 00	5,000 00	2,276 50	323 44	10,158 49
28 Strathroy	1,129 39	2,114 91	2,700 00	1,580 00	292 14	7,816 44
29 St. Catharines	1,309 89	1,766 21	5,400 00	485 00	410 89	9,262 99
30 St. Mary's	1,012 01	800 00	2,400 00	1,409 00	341 19	5,962 20
31 St. Thomas	1,293 74	1,692 83	4,891 59	987 00	232 00	9,097 16
32 Toronto (Harbord)	1,347 79	.....	10,675 66	7,503 00	2,042 94	21,569 39
33 " (Jameson)	1,321 21	.....	10,675 66	4,639 00	549 49	17,185 36
34 " (Jarvis)	1,529 78	.....	10,675 66	5,519 00	1,302 48	18,826 92
35 Whitby	900 67	1,608 72	2,100 00	413 75	466 45	5,538 99
36 Windsor	1,135 10	974 25	5,487 78	251 13	.....	7,848 26
37 Woodstock	1,248 48	2,273 25	4,300 00	2,349 25	260 26	10,431 24
1 Total 1897	44,597 16	43,818 83	201,519 03	70,572 35	34,183 24	394,690 61
2 " 1896	43,948 21	49,485 11	196,563 37	74,079 49	31,648 18	395,724 36
3 Increase	648 95	.....	4,955 66	.....	2,835 06	.....
4 Decrease	.....	5,966 28	.....	3,507 14	.....	1,033 75
5 Percentage	11	11	51	17	10	.....

Cost per pupil, $30.81.

Collegiate Institutes.

	Expenditure.						Charges per year.
	Teachers' salaries.	Building, rent and repairs.	Maps, apparatus, prizes and libraries.	Fuel, books and contingencies.	Total expenditure.	Balances.	
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	
1	4,215 00	57 84	76 91	619 77	4,969 52	....	$10 ; res. Form I, $5.
2	5,824 84	51 55	138 49	834 44	6,849 32	292 11	$10.
3	8,443 32	3,114 13	20 84	1,428 46	13,006 75	....	R-s. $10 ; non-res. $16.
4	6,468 66	192 89	200 71	1,571 11	8,431 37	1,625 80	Res. free ; Co. pupils, $2.50.
5	7,470 00	343 42	350 23	819 98	8,983 63	547 74	City, $6 ; Co., $10.
6	4,455 98	580 27	80 14	640 29	5,756 68	1,102 94	$6, $8, $10.
7	4,784 50	352 35	81 93	709 81	5,9?8 59	60 16	Res $12 ; non-res. $14 ; Co. $7.50.
8	4,850 00	281 75	18 08	928 85	6,078 68	392 15	Town, $7.50 ; Co. $10 ; outside, $15.
9	6,987 50	112 53	.....	1,192 25	8,292 28	5 24	Res. $14 ; non-res. $14 ; Co. $10.
10	5,375 00	678 54	....	715 86	6,769 40	1,235 01	Res. $5, $7, $10 ; non-res. $8, $10, $12 ; Co. $6, $8, $10.
11	5,806 00	112 86	133 16	1,526 49	7,578 51	299 77	Res. free ; non-res. $20.
12	17,051 25	....	....	13,657 08	30,708 33	....	F. I $2 50 ; II, III, $10 ; non-res. $20.
13	4,576 56	1,835 19	115 74	1,568 33	8,095 82	114 09	$7.50.
14	10.134 05	610 55	39 62	1,722 31	12,506 53	125 37	Res. $5, $10 ; others, $20.
15	7,275 00	117 91	101 77	1,278 84	8,773 52	390 98	Res. $10 ; non-res. $20.
16	19,514 00	563 63	500 36	5,665 73	26,243 72	1,121 55	City free ; Co. $1 per mo. ; other Co's, F. I, $3 per mo., F. IV. $1 per mo.
17	5,109 90	.....	134 00	871 20	6,115 10	2,005 93	Res. free ; others, $6.
18	5,675 42	160 58	195 75	960 98	6,992 73	862 68	Res. free ; non-res. $10.
19	4,905 00	373 94	46 31	1,079 82	6,405 07	620 67	Free.
20	15,245 00	512 05	117 24	2,897 18	18,771 47	2,795 09	Ratepayers, $25 ; others, $40.
21	9,260 00	159 07	199 17	1,516 31	11,134 55	94 89	Res $8, $12 ; non-res. $12, $18 ; Co. $10.
22	4,717 74	146 81	152 91	825 42	5,842 88	220 60	Res. free . non-res. $16 ; Co. $5.
23	8,253 50	1,125 00	106 00	1,751 90	11,236 40	.....	1st year, res. $5 ; non-res. $25 ; 2nd year, res. $10 ; non-res. $35.
24	4,509 89	2,130 68	.....	584 43	7,225 00	31 52	Res. $6 non-res. $10 ; Co. $10.
25	5,895 84	508 67	.....	475 32	6,879 83	388 18	Free.
26	4,840 00	197 68	57 74	793 53	5,888 95	1,196 07	Form I. $6 ; Form II. $8 ; Form III , IV. $10.
27	7,216 66	281 82	100 80	2,113 89	9,713 17	445 32	Res. Co. Forms II., III., IV. $10; others, $20.
28	6,350 00	201 97	117 66	1,095 63	7,765 26	51 18	$10 ; town pupils of Form I. free.
29	7,687 29	192 91	3 44	1,105 37	8,989 01	273 98	Non-res. $16 ; others, free.
30	4,804 50	77 32	41 00	875 72	5,798 54	163 66	Res. $5 ; non-res. $15 ; Co. $10.
31	7,680 00	.....	50 10	1,367 06	9,097 16	.....	Co. $10 ; City, Forms II., III., IV. $10 ; other Co's. $30.
32	16,642 00	1,217 08	103 10	3,607 21	21,569 39	.....	$26, $17, $10.
33	13,638 00	738 97	163 35	2,645 04	17,185 36	.....	$26, $17, $10 ; in Forms I., II $6 add. for non-res.
34	15,176 00	706 22	75 60	2,869 10	18,826 92	.....	$26, $17, $10.
35	4.410 00	224 67	107 65	796 67	5,538 99	.....	Res. $6 ; Co. $7.50 ; outside, $10.
36	5,783 33	232 78	235 02	1,597 13	7,848 26	.....	Free.
37	7,740 00	183 90	6 00	1,105 30	9,035 20	1,396 04	Res. Co. $7.50 ; non-res. $10.
1	288.769 73	18,377 53	3,870 82	65,813 81	376,831 89	17,858 72	10 free. 27 fee.
2	289,390 60	20,207 30	5,040 81	59,642 64	374,281 35	21,443 01	7 free. 30 fee.
3	....	....	....	6,171 17	2,550 54	.....	10 free.
4	620 87	1,829 77	1,169 99	.....	....	3.584 29	3 fee.
5	77	5	1	17	.....	.....	

VIII.—TABLE H.—The

High Schools.	Receipts.					
	Legislative grants.	Municipal grants (county).	Municipal grants (local).	Fees.	Balances and other sources.	Total receipts.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1 Alexandria	555 79	1,105 55	3,209 00		4,296 29	9,166 63
2 Almonte	667 77	667 77	2,100 88	459 00	356 00	4,251 42
3 Arnprior	586 35	586 35	1,668 95	66 00	1,348 60	4,256 25
4 Arthur	480 51	480 51	325 00	779 75	486 39	2,552 16
5 Athens	685 48	1,334 59	1,800 00	181 50	2,415 17	6,416 74
6 Aurora	601 74	700 00	800 00	596 99	138 12	2,836 85
7 Beamsville	461 50	452 88	500 00	59 00	296 22	1,769 60
8 Belleville	759 80	1,491 66	3,790 03	50 00		6,091 49
9 Berlin	799 78	2,241 42	1,500 00	830 25	895 18	6,266 61
10 Bowmanville	796 58	1,230 86	2,260 00	627 05	647 86	5,562 35
11 Bradford	578 99	578 99	400 00	592 00	559 57	2,709 55
12 Brampton	815 69	1,680 69	1,000 00	1,484 00	540 43	5,520 81
13 Brighton	432 59	432 59	1,000 00	68 00	552 87	2,485 55
14 Caledonia	585 77	1,472 80	600 00	441 50	670 14	3,770 21
15 Campbellford	676 19	676 19	810 33	823 00	963 06	3,948 77
16 Carleton Place	632 81	632 81	1,562 64	322 50	2,510 73	5,661 49
17 Cayuga	511 95	1,302 12	450 00	264 00	479 33	3,007 30
18 Colborne	443 03	549 26	900 00	199 75	1,327 60	3,419 64
19 Cornwall	743 06	1,700 12	2,564 84	196 00	1,493 69	6,697 71
20 Deseronto	620 70	620 70	2,200 00	73 00	250 61	3,765 09
21 Dundas	606 15	791 11	563 00	762 00	1,468 89	4,191 15
22 Dunnville	630 18	1,918 85		447 50	677 21	3,673 74
23 Dutton	520 25	500 00	500 00	585 00	1,808 57	3,913 82
24 Elora	516 88	775 88	850 00	434 50	533 92	3,111 18
25 Essex	695 44	2,108 60	1,000 00	3 46	13 85	3,821 35
26 Fergus	563 70	563 70	2,200 00	255 00	1,390 66	4,973 06
27 Forest	586 89	1,551 54	800 00	255 60	138 36	3,331 79
28 Gananoque	615 67	815 67	2,003 05	52 75	105 00	3,592 14
29 Georgetown	666 63	832 27	1,476 89	1,204 00		4,179 31
30 Glencoe	649 62	879 70	900 00	730 50	280 70	3,449 52
31 Gravenhurst	934 78		893 41	325 50	166 65	2,280 34
32 Grimsby	415 70	605 53	300 00	20 00	160 72	1,501 95
33 Hagarsville	666 91	1,661 96	512 10	322 00	340 61	3,443 58
34 Harriston	686 53	818 53	1,000 00	1,412 10	619 55	4,536 71
35 Hawkesbury	527 87	952 87	1,100 00	32 74	25 88	2,639 36
36 Iroquois	729 93	1,612 00	614 00	696 00	1,896 75	5,548 68
37 Kemptville	647 99	847 99	1,175 72	881 00		3,552 70
38 Kincardine	772 01	1,648 55	1,350 00	763 50	402 63	4,936 69
39 Leamington	573 02	1,453 52	1,625 00		277 36	3,928 90
40 Listowel	656 50	800 00	1,000 00	937 50	230 57	3,624 57
41 Lucan	576 23	967 30	400 00	888 50	145 80	2,947 83
42 Madoc	500 46	967 87	700 00	169 00	177 00	2,505 33
43 Markham	631 56	1,076 76	240 00	1,507 00	899 57	4,354 89
44 Meaford	743 69	743 69	885 00	1,044 50	550 04	3,966 92
45 Mitchell	609 30	800 00	900 00	405 50	1,159 89	3,874 69
46 Mount Forest	685 95	685 95	1,400 00	1,187 00	1,417 45	5,376 35
47 Newburgh	520 67	1,650 00	295 00	107 00	163 72	2,736 39
48 Newcastle	413 30	413 30	1,000 00	103 25	3,784 13	5,713 98
49 Newmarket	683 71	700 00	1,000 00	819 25	738 80	3,941 76
50 Niagara	422 69	422 69	600 00		222 00	1,667 38
51 Niagara Falls South	582 03	582 03	856 83		814 43	2,815 32
52 Norwood	637 52	871 98	1,554 12	803 00	1,064 71	4,931 33
53 Oakville	465 47	272 60	727 63	365 00	1,137 79	2,967 89
54 Omemee	435 89	435 89		202 50	710 76	1,785 04

High Schools.

	Expenditure.						Charges per year.
	Teachers' salaries.	Building, rent and repairs.	Maps, apparatus, prizes and libraries.	Fuel, books and contingencies.	Total expenditure.	Balances.	
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	
1	2,288 00	2,611 68	103 14	1,789 64	6,792 46	2,374 17	Free.
2	3,086 25	600 00	.....	243 21	3,929 46	321 96	Res. $1 ; Co. pupils $6.
3	2,560 00	119 02	.....	531 25	3,150 27	1,105 98	Non-res. $1 per mo.; others free
4	1,636 00	105 74	53 36	376 70	2,171 80	380 36	$10.
5	3,316 50	17 00	55 65	2,796 17	6,185 32	231 42	Res. free; non-res. $10; Co. pupils $2.50.
6	2,238 33	54 71	46 74	461 15	2,800 93	35 92	$10.
7	1,300 00	29 89	8 54	240 79	1,579 22	190 38	Free.
8	5,100 00	345 49	18 25	627 75	6,091 49	.....	Res. free; Co. and non-res. $25
9	4,745 25	61 00	40 44	948 75	5,795 44	471 17	Dist. and Co. $10; non-res $15.
10	3,699 87	96 78	.....	812 93	4,609 58	952 77	F. I. 40c ; F. II. 60c. ; F. III. 75c ; F. IV. 75c.
11	2,330 50	.....	.....	162 82	2,493 32	216 23	F. I. free ; $10.
12	4,515 62	58 49	167 13	762 07	5,503 31	17 50	$10.
13	1,600 00	55 19	14 00	367 37	2,036 56	448 99	Res. free ; non-res. $7.50.
14	2,370 67	257 18	64 32	419 97	3,112 14	658 07	$4 50
15	3,239 52	105 50	57 97	545 78	3,948 77	.....	Res. $6 ; non-res. $10; Co. pupils $7.50.
16	3,220 00	71 23	25 00	460 78	3,777 01	1,884 48	Res. free ; non-res. $10 ; Co. pupils $5.
17	2,225 00	223 76	81 84	331 72	2,862 32	144 98	$4.50.
18	1,515 00	43 17	57 86	249 35	1,865 38	1,554 26	75c. per mo.
19	3,600 00	.....	90 90	965 96	4,656 86	2,040 85	Free.
20	2,324 98	442 11	120 00	810 21	3,697 30	67 79	Free.
21	2,601 15	550 92	120 62	476 41	3,749 10	442 05	$10.
22	2 862 50	188 36	22 58	600 30	3.673 74	.....	Vill. and Co. $4.50 ; outside $15
23	2,107 07	379 50	62 75	281 69	2,831 01	1,082 81	$10.
24	2,175 00	29 31	56 35	850 52	3,111 18	.....	Res. $5 ; non-res. and Co. $10.
25	3,095 17	142 09	176 31	339 51	3,753 08	68 27	Free.
26	2,595 00	57 78	115 29	1,832 67	4,600 74	372 32	$10.
27	2,299 00	142 42	.....	543 84	2,985 26	346 53	$1 per mo. for town pupils.
28	2 346 11	175 00	238 97	782 06	3,592 14	.....	$2.50.
29	3,296 23	193 30	30 00	659 78	4,179 31	.....	F. I. $7. all other F. $10.
30	2,685 00	187 44	32 41	521 50	3,426 35	14 17	Res. $1 per mo.; non-res. $2.
31	1,223 10	523 55	102 49	355 50	2,204 64	75 70	$10.
32	1,300 00	32 99	.....	168 96	1,501 95	.....	Free.
33	2,412 00	254 69	191 11	571 13	3,428 93	14 65	$4.50.
34	3,259 35	68 05	.....	1,185 11	4,512 51	24 20	Res. and Co. pupils $10; non-res. $15.
35	2,008 55	200 00	.....	354 68	2,563 23	76 13	Town and Co. free ; outside Co. $1 per mo.
36	3,275 00	115 80	91 02	1,285 06	4,766 88	781 80	$6,
37	2,967 50	13 50	40 64	531 06	3,552 70	.....	Co. pupils $2.50 ; non-res. $15.
38	4,000 00	34 93	94 91	449 31	4,579 15	357 54	Co. pupils $10 ; H. S. dist. pupils $8.
39	2,950 00	226 92	112 13	359 61	3,648 66	280 24	Free.
40	2,750 00	110 00	70 00	665 16	3,595 16	29 41	Co. $10 ; other counties $12.
41	2,060 00	60 70	97 81	528 19	2,746 70	201 13	$10.
42	1,851 68	73 04	40 25	222 66	2,187 63	317 70	$7.
43	3,150 00	183 45	156 29	485 75	3,975 49	379 40	$10.
44	2,837 79	71 45	.....	848 04	3,757 28	209 64	Res. $8 ; Co. $10.
45	2,575 20	93 18	26 56	1,169 35	3,864 29	10 40	Res. $6 ; non-res. $10.
46	2,895 83	27 80	22 60	2,376 91	5,323 14	53 21	$10.
47	2,150 00	132 95	26 91	351 32	2,661 18	75 21	Free.
48	1,308 34	3,426 61	207 67	761 33	5,713 98	.....	Co. and non-res. $7.50.
49	2,500 00	25 27	309 76	1,106 73	3,941 76	.....	$10.
50	1,400 00	60 16	.....	198 92	1,659 08	8 30	Free.
51	2,199 99	45 30	45 38	444 86	2.735 53	109 79	Free.
52	2,493 67	812 28	.....	560 40	3,868 35	1,062 98	Non-res. $15 ; res. and Co. $9.
53	1,800 00	36 58	71 66	226 58	2,134 82	833 07	Res. $5 ; non-res. $8.
54	1,452 30	72 25	45 63	185 83	1,756 01	29 03	Res. $5 ; non-res. $10.

VIII.—TABLE H.—The

	High Schools.	Receipts.					
		Legislative grant.	Municipal grants (county).	Municipal grants (local).	Fees.	Balance and other sources.	Total receipts.
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
55	Orangeville	741 70	1,050 00	1,521 00	1,299 00	406 06	5,017 76
56	Orillia	824 11	824 11	2,600 00	1,139 00	338 63	5,725 85
57	Oshawa	706 35	1,202 86	2,579 00	961 75	4 00	5,453 96
58	Paris	588 00	999 89	1,800 00	143 00	775 09	4,305 98
59	Parkhill	593 49	688 14	903 00	508 00	385 25	3,077 88
60	Pembroke	647 74	647 74	3,157 00	99 00	192 11	4,743 59
61	Petrolea	736 19	1,712 22	3,100 00	149 00	1,669 63	7,367 04
62	Picton	788 57	2,302 00	2,500 00	12 00	963 57	6,566 14
63	Port Arthur	985 79	....	1,850 40	45 44	1,698 26	4,579 89
64	" Dover	427 32	427 32	693 23	48 00	.....	1,595 87
65	" Elgin	597 83	898 99	1,100 00	613 50	119 63	3,329 95
66	" Hope	714 44	1,709 41	4,034 81	1,137 25	203 00	7,798 91
67	" Perry	668 19	1,268 23	1,314 59	446 50	345 67	4,043 18
68	" Rowan	416 51	416 51	.....	.....	800 15	1,633 17
69	Prescott	594 84	400 00	1,834 66	125 50	33 09	2,988 09
70	Renfrew	624 25	1,328 15	2,934 47	133 75	373 05	5,593 67
71	Richmond Hill	436 30	700 00	300 00	523 50	5,502 23	7,462 03
72	Simcoe	747 64	1,551 82	2,260 14	13 00	169 00	4,741 60
73	Smith's Falls	657 55	657 55	1,995 86	222 50	130 00	3,663 46
74	Smithville	479 64	454 70	350 00	.....	1,082 96	2,367 30
75	Stirling	450 83	1,212 18	1,000 00	.....	109 44	2,772 45
76	Streetsville	428 95	428 95	250 00	348 50	684 54	2,140 94
77	Sydenham	550 61	1,600 00	.....	468 00	212 17	2,830 78
78	Thorold	550 19	549 19	500 00	28 00	1,252 75	2,880 13
79	Tilsonburg	589 96	557 96	2,200 00	170 50	27	3,518 69
80	Toronto Junction	739 34	575 00	3,000 00	1,904 25	760 76	6,979 35
81	Trenton	592 08	678 76	2,205 12	222 88	765 82	4,464 66
82	Uxbridge	617 08	1,019 64	570 00	516 75	610 18	3,333 65
83	Vankleekhill	612 89	1,361 51	1,200 00	315 00	575 94	4,065 34
84	Vienna	464 34	464 34	600 00	41 00	235 15	1,804 83
85	Walkerton	800 86	1,718 23	1,280 00	1,168 78	356 33	5,324 20
86	Wardsville	419 24	419 24	540 00	182 55	686 23	2,247 26
87	Waterdown	447 09	947 09	250 00	178 00	359 08	2,181 26
88	Waterford	626 27	1,585 06	1,000 00	25 55	264 64	3,501 52
89	Watford	642 33	1,286 08	1,050 00	295 00	1,280 77	4,554 18
90	Welland	646 40	1,572 75	1,650 00	93 00	.....	3,962 15
91	Weston	493 81	778 56	350 00	428 00	151 81	2,202 18
92	Wiarton	565 09	565 09	1,452 84	363 75	297 05	3,243 82
93	Williamstown	491 83	1,014 99	1,408 00	92 00	1,934 07	4,940 89
1	Total, 1897	56,652 84	89,209 85	117,167 04	40,287 04	69,479 79	372,796 46
2	" 1896	56,045 43	94,526 71	140,816 14	41,703 64	77,815 05	410,906 97
3	Increase	607 41	.....	.....	.....	.....	.....
4	Decrease	.....	5,316 86	23,649 10	1,416 60	8,335 36	38,110 51
5	Percentage	15	24	32	10	19	.....

Cost per pupil, $27.84.

High Schools

	Expenditure.						Charges per year.
	Teachers' salaries.	Building, rent and repairs.	Maps, apparatus, prizes and libraries.	Fuel, books and contingencies.	Total expenditure.	Balances.	
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c	
55	3,813 46	267 26	90 96	404 17	4,575 85	441 91	$10.
56	4,195 49	357 67	350 00	538 34	5,441 50	284 35	Res. $5; all others $10.
57	4,095 96	79 64	14 25	885 04	5,074 89	379 07	$7.50.
58	2,780 20	238 40	116 45	572 48	3,707 53	598 45	Res free; Co. and others $10.
59	1,640 00	224 54	49 74	373 37	2,287 65	790 23	F. I., II. $6; F. III. $8; Co. pupils $10.
60	3,200 00	875 28	23 55	598 85	4,697 68	45 91	Free.
61	4,000 00	629 55	12 40	525 13	5,167 08	2,199 96	Free.
62	4,400 00	313 75	89 42	1,762 97	6,566 14	....	Co. and town Free; outside $1 per month.
63	2,427 59	9 00	....	770 28	3,206 87	1,373 02	Free.
64	1,209 43	18 00	107 50	260 94	1,595 87	....	Free.
65	2,537 13	.....	57 04	342 18	2,936 35	393 60	Co. and non-res. $10; res. $6.50, except F, II. which is $3 50.
66	4,216 67	2,609 86	128 43	843 95	7,798 91	.....	Co. $7.50; town $9; others $9.
67	3,321 65	46 03	3 50	672 00	4,043 18	.....	Res. and Co. pupils $7.50; non-res. $10.
68	1,309 88	145 19	28 10	150 00	1,633 17	.....	Free.
69	2,116 65	23 72	91 49	705 17	2,937 03	51 06	Non-res. $7.50.
70	3,056 74	.....	29 66	1,949 44	5,035 84	357 88	Free.
71	1,600 00	4,817 95	55 00	27 32	6,500 27	961 76	$10.
72	3,675 00	139 25	112 57	814 78	4,741 60	....	Free to Simcoe and Co.; non-res. $1 per mo.
73	3,039 00	234 50	.....	389 96	3,663 46	....	Free town; Co. $5; outside $10.
74	1,540 00	40 23	36 88	214 67	1,831 78	535 52	Free.
75	1,650 00	333 00	22 90	385 07	2,390 97	381 48	Free.
76	1,430 00	21 35	....	228 57	1,679 92	461 02	$5.
77	2,300 00	21 15	128 86	214 25	2,664 26	166 52	Co. pupils $5; others $10.
78	2,200 00	67 85	29 03	431 02	2,727 90	152 23	Free.
79	2,443 80	246 32	128 06	445 48	3,263 66	255 03	F. I. free; F. II. III. $6 per an.
80	5,106 26	352 22	.....	1,494 26	6,952 74	26 61	$10, $15.
81	2,425 12	41 45	36 05	1,515 40	4,018 02	446 64	Co. pupils $37; outside Co. $5 per term.
82	2,833 20	102 61	.....	394 83	3,330 64	3 01	Res. 5; non-res. $7.50.
83	2,685 00	490 58	24 80	568 43	3,768 81	296 53	Non-res. $10.
84	1,284 73	63 46	1 00	187 73	1,536 92	267 91	Dist. and non-res. free; Co. $10 per mo.
85	4,231 50	.....	85 03	438 00	4,754 53	569 67	$10.
86	1,316 66	36 13	34 82	847 42	2,235 03	12 23	Res. $3; non-res. $10; Co. $10.
87	1,905 00	76 10	20 16	180 00	2,181 26	.....	$5.
88	2,203 36	385 53	2 00	479 47	3,070 36	431 16	Res. and Co. free; non-res. $36.
89	2,690 00	49 40	28 01	998 23	3,765 63	788 55	$10.
90	2,885 00	121 27	17 28	774 15	3,797 70	164 45	Free.
91	1,700 00	41 02	63 03	283 75	2,087 80	114 38	$10.
92	2,143 61	654 58	56 15	389 48	3,243 82	.....	Res. $5; Co. and non-res. $10.
93	2,674 89	20 03	16 30	1,880 77	4,591 99	348 90	Free.
1	244,067 00	28,249 41	5,703 65	61,124 45	339,144 51	33,651 95	33 free. 60 fee.
2	243,374 24	64,456 16	5,149 79	62,708 76	375,688 95	35,218 02	37 free. 56 fee.
3	692 76	.....	553 86	.....	.....	.....	4 free.
4	....	36,206 75	.....	1,584 31	36,544 44	1,566 07	4 fee.
5	73	8	1	18	.....	.....	

IX —TABLE I.—

Collegiate Institutes.	Pupils.				Number of pupils				
	Boys.	Girls.	Total.	Average attendance.	Reading.	English Grammar and Rhetoric.	English Composition.	Poetical Literature.	Supplementary reading in English Literature.
1 Aylmer	78	66	144	93	95	95	144	144	144
2 Barrie	167	99	266	155	196	230	266	266	266
3 Brantford	164	183	347	269	234	245	343	343	343
4 Brockville	150	180	330	224	246	246	330	330	330
5 Chatham	163	174	337	221	337	274	337	337	337
6 Clinton	127	100	227	140	163	165	227	227	65
7 Cobourg	85	77	162	120	136	136	162	162	162
8 Collingwood	119	125	244	137	172	215	244	244	244
9 Galt	130	133	263	147	204	229	263	256	256
10 Goderich	100	128	228	146	170	187	223	223	223
11 Guelph	151	153	304	193	214	214	304	304	304
12 Hamilton	372	411	783	519	253	700	773	773	773
13 Ingersoll	79	73	152	92	121	121	151	151	140
14 Kingston	226	332	558	342	459	551	551	543	555
15 Lindsay	187	149	336	193	294	312	336	336	336
16 London	540	476	1,016	643	758	758	975	983	983
17 Morrisburg	121	114	235	157	235	175	235	235	235
18 Napanee	101	146	247	172	193	201	247	247	247
19 Niagara Falls	111	131	242	134	172	185	242	242	242
20 Ottawa	251	173	424	256	312	312	424	424	424
21 Owen Sound	209	208	417	237	417	345	417	417	417
22 Perth	98	135	233	142	193	203	231	231	231
23 Peterborough	167	158	325	210	255	292	320	320	320
24 Ridgetown	96	99	195	110	149	163	195	195	195
25 Sarnia	120	152	272	151	243	257	272	272	269
26 Seaforth	101	107	208	125	151	151	208	205	151
27 Stratford	154	146	300	181	236	236	300	300	300
28 Strathroy	119	135	254	166	224	149	244	244	244
29 St. Catharines	149	172	321	186	243	243	321	321	321
30 St. Marys	124	117	241	149	172	184	233	233	233
31 St. Thomas	180	190	370	241	285	295	370	370	370
32 Toronto (Harbord)	259	284	543	332	346	349	543	543	543
33 " (Jameson)	205	197	402	230	319	319	402	402	402
34 " (Jarvis)	226	270	496	283	321	331	496	496	496
35 Whitby	69	102	171	105	141	141	171	171	171
36 Windsor	129	141	270	152	171	171	270	270	251
37 Woodstock	169	176	345	194	210	230	337	337	337
1 Total, 1897	5,996	6,212	12,208	7,487	9,031	9,610	12,107	12,097	11,860
2 " 1896	5,892	6,322	12,214	7,570	8,839	10,865	12,185	12,176	11,885
3 Increase	104	...	...	...	192	...	...	...	...
4 Decrease	...	110	6	83	...	1,255	78	79	25
5 Percentage	49	51	...	...	74	79	99	99	97
6 Percentage of average attendance to total attendance	61								

The Collegiate Institutes.

at the different branches of Instruction.

	Canadian History.	English History.	Ancient History.	Geography.	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.	Physics.	Chemistry.	Botany.
1	95	144	61	68	95	144	97	19	84	49	95
2	203	266	77	89	229	264	225	19	147	70	143
3	238	260	95	176	260	342	342	22	163	77	191
4	246	281	84	330	246	330	196	35	159	68	142
5	274	274	73	337	274	335	262	14	155	57	181
6	163	162	80	209	158	227	227	18	106	67	107
7	136	162	15	107	136	162	55	11	61	30	64
8	215	220	73	117	221	244	195	15	146	61	154
9	54	184	30	168	234	258	258	12	55	40	145
10	145	215	80	220	187	222	140	20	110	60	110
11	214	304	90	138	214	304	166	28	113	72	151
12	462	580	174	253	498	772	519	128	340	200	425
13	121	134	39	100	121	151	66	13	53	36	111
14	299	247	106	176	493	545	247	12	242	89	194
15	312	322	106	177	312	336	236	11	269	82	210
16	910	910	167	540	758	980	481	76	310	207	583
17	205	205	86	92	205	235	205	30	175	58	146
18	193	247	54	127	201	247	132	19	88	42	132
19	135	226	70	103	185	242	139	34	96	41	138
20	312	424	112	312	312	424	424	37	96	80	157
21	215	407	202	116	342	417	295	54	210	162	207
22	150	164	49	142	205	232	84	9	54	32	135
23	292	369	56	292	292	320	230	16	68	39	186
24	163	178	70	88	163	195	122	19	107	64	112
25	252	257	39	189	257	270	169	9	102	24	147
26	151	161	47	97	151	208	208	13	30	47	127
27	236	236	100	155	254	300	186	28	122	57	162
28	149	190	85	190	151	240	195	25	145	75	95
29	243	278	78	321	243	321	130	30	62	50	203
30	184	217	81	123	188	233	177	31	146	44	132
31	285	310	85	370	295	370	219	25	114	53	199
32	317	348	189	119	405	543	460	86	192	156	222
33	172	354	113	319	319	402	323	30	228	82	115
34	496	496	175	145	331	496	496	66	242	105	170
35	141	171	30	141	141	171	121	13	50	21	115
36	225	246	41	171	229	265	139	17	90	34	201
37	230	268	127	145	255	338	223	36	156	92	146
1	8,883	10,367	3,239	6,962	9,560	12,085	8,389	1,080	5,086	2,623	6,253
2	9,640	11,737	3,621	7,927	10,475	12,150	7,882	1,239	5,085	2,784	7,066
3	.....	.....	.....	.....	.....	.....	507	.....	1	.....	.....
4	757	370	382	965	915	65	.....	159	.....	161	813
5	73	85	27	57	78	99	69	9	42	23	51

IX.—TABLE I—

Collegiate Institutes.	Number of pupils in the different branches of Instruction.										
	Zoology.	Latin.	Greek.	French.	German.	Writing.	Book-keeping and Commercial Transactions.	Stenography.	Drawing.	Vocal Music.	Drill.
1 Aylmer	12	132	3	43	28	77	77	.....	80	..	130
2 Barrie	3	162	10	184	19	33	116	33	116	.....	158
3 Brantford	8	261	21	265	126	69	167	69	176	.....	155
4 Brockville	4	250	8	386	140	131	130	20	134	.....	330
5 Chatham	5	299	51	185	47	84	149	.....	149	.....	337
6 Clinton	11	183	14	140	59	56	94	.....	94	.....	115
7 Cobourg	6	128	23	142	27	107	107	.....	107	.....	80
8 Colingwood	5	119	13	45	19	192	192	25	192	.....	219
9 Galt	2	165	22	104	110	87	107	46	163	.....	104
10 Goderich	5	130	12	119	21	80	112	....	112	.....	85
11 Guelph	7	215	18	250	103	214	138	....	138	.....	294
12 Hamilton	40	619	48	542	314	334	141	40	334	.....	750
13 Ingersoll	5	104	2	118	53	100	100	.	100	.....	78
14 Kingston	6	352	25	353	182	310	195	85	310	.....	.....
15 Lindsay	2	198	17	166	54	100	197	7	177	.....	187
16 London	33	825	35	410	88	540	540	160	540	.....	912
17 Morrisburg	9	190	20	147	42	93	93	100	92	30	235
18 Napanee	9	211	12	185	34	80	127	46	127	.....	226
19 Niagara Falls	9	178	28	140	31	103	140	63	127	.....	208
20 Ottawa	7	288	55	317	113	211	211	65	211	.....	361
21 Owen Sound	38	230	23	90	48	67	111	25	111	....	300
22 Perth	2	176	22	118	18	64	90	.....	154	.....	205
23 Peterborough	3	250	3	240	65	223	223	....	226	.....	.....
24 Ridgetown	6	170	12	78	20	88	106	.....	106	.....	185
25 Sarnia	.....	198	21	142	39	113	189	....	189	.....	252
26 Seaforth	10	125	20	164	39	97	105	....	105	.....	93
27 Stratford	3	253	34	204	77	158	151	45	151	.....	150
28 Strathroy	15	145	10	105	42	159	80	45	80	.....	102
29 St. Catharines	12	302	28	202	117	191	191	.....	191	.....	285
30 St. Marys	4	202	27	161	46	123	123	.....	123	.....	200
31 St. Thomas	5	224	33	170	60	151	224	80	224	....	180
32 Toronto (Harbord)	21	415	70	489	225	56	199	85	241	.....	222
33 " (Jameson)	21	351	42	315	142	148	172	55	178	.....	165
34 " (Jarvis)	7	334	30	390	179	321	165	12	181	.....	438
35 Whitby	4	105	8	50	10	50	90	50	90	.....	155
36 Windsor	6	220	20	160	40	45	160	....	165	....	127
37 Woodstock	16	225	35	154	92	146	140	50	145	....	290
1 Total, 1897	361	8,954	871	7,453	2,869	5,204	5,652	1,206	6,144	30	8,313
2 " 1896	430	7,960	864	7,134	2,454	4,814	6,357	1,076	6,590	.....	8,245
3 Increase	.....	994	7	319	415	390	.....	130	....	30	68
4 Decrease	69	.....	.....	.....	.....	.....	705	.....	446	.....	.....
5 Percentage	3	73	7	61	24	43	47	10	50	.....	68

The Collegiate Institutes.

	Calisthenics.	Gymnastics.	Examinations, etc.											
			How many pupils obtained Commercial Diplomas in 1897.	No. passed Primary Examination.	No. passed Junior Leaving Examination.	No. passed Senior Leaving Examination.	No. passed Departmental Matriculation Examination.	No. passed the Junior Matriculation Examination at any University.	No. passed the Senior Matriculation Examination at any University.	No. 1st Class Matriculation Honors.	No. 2nd Class Matriculation Honors.	No. passed Matriculation Examination, Law Society, 1897.	No. passed Matriculation Examination, Medical Council, 1897.	No passed the Preliminary Examination for a Student in Surveying, 1897.
1	130	70	....	11	7	5	6	.....	.....	8	8	.....	.....	.....
2	90	158	....	19	37	4	.....	.....	.....	.....	.....	.....	.....	.....
3	173	155	1	14	23	7	6	2	.....	.....	.....	.....	.....	2
4	.....	.....	....	18	24	5	4	3	...	.....	.....	.....	.....	.....
5	337	337	.....	23	22	8	4	4	1	.....	4	.....	.....	.....
6	87	115	.....	14	21	3	3	.....	.....	3	1	.....	1	.....
7	71	80	.....	13	11	5	1	...	1	3	4	.....	.....	.....
8	219	...	.....	9	27	4	.....	3	.....	8	3	.....	.....	.....
9	125	104	....	15	10	4	9	...	.....	.....	2	.....	.....	.....
10	102	85	.. ..	10	23	8	4	1	1	3	.....	.....	.....	.....
11	294	294	...	28	23	7	7	7	....	1	4	.....	.....	.....
12	....	....	.....	... ..	76	49	17	20	.....	9	23		7	.....
13	72	79	.....	9	16	1	1	.....	.....	.....	.....	.....	.....	.....
14	.....	.....	.....	6	20	7	16	4	.....	...	.....	.....	.....	.....
15	149	125	....	19	34	4	6	6	....	2	...	3	2	.....
16	912	912	.....	70	64	20	15	1	1	18	7	....	.....	.....
17	114	235	. ...	15	23	7	6	6	1	.....	.....	.....	2	.....
18	226	140	.....	11	15	7	2	.....	.....	.....	.....	.....	.....	.....
19	208	208	2	...	10	23	5	10	.....	6	9	.....	.....	.....
20	153	234	....	19	25	5	10	16	....	4	4	1	1	.....
21	300		....	34	55	22	3	3	.....	6	2	.....	1	.....
22	205	205	.....	19	17	1	6	.....	.....	.....	4	.....	.....	.....
23	325	.	.....	23	18	5	6	.....	.....	2	3	.....	.....	.....
24	185	185	.....	12	16	6	4	4	....	2	4	....	2	.....
25	140	112	....	1	13	1	1	2	....	1	11	.....	.....	.....
26	107	101	....	8	14	3	8	.....	.....	.....	2	.....	.....	.....
27	144	...	...	18	27	8	7	.....	.....	.....	.....	.....	1	.....
28	125	102	.. ..	31	30	8	8	.....	.....	3	8	.....	2	...
29	158	127	.....	8	10	8	15	16	1	10	9	.....	1	1
30	260	200	.....	19	26	12	16	16	....	9	8	.....	2	.....
31	190	180	.....	.....	.....	.....	.....	2	.....	.....	.....	.....	.....	.....
32	267	222	3	3	26	19	22	.....	.....	19	15	.....	.....	.....
33	205	165	2	8	18	9	12	.....	.....	23	12	.....	.....	.....
34	438	438	1	22	47	32	20	7	.....	6	23	4	12	3
35	155	155	.....	4	7	5	1	1	.....	.....	.....	.....	.....	.....
36	266	126	...	7	6	1	2	.....	2	1	1	1	1	1
37	290	290	.....	20	29	10	17	....	.....	4	7	....	.....	.....
1	7,162	5,939	9	560	865	328	270	128	8	151	178	9	35	7
2	8,342	7,030	149	404	871	250	181	109	21	169	202	6	28	7
3	.....	.....	.....	56	...	83	89	19	...	.....	...	3	7	.....
4	1,180	1,091	140	.....	6	.....	.....	..	13	18	24	.....	.....	.....
5	59	49	.....	5	7	3	2	1	.....	1	1	.....	.....	.....

IX.—TABLE I.—

High Schools.	Pupils.								
	Boys.	Girls.	Total.	Average Attendance.	Reading.	English Grammar and Rhetoric.	English Composition.	Poetical Literature.	Supplementary Reading in English Literature.
1 Alexandria	51	58	109	67	109	109	109	109	109
2 Almonte	86	66	152	91	120	132	152	152	152
3 Arnprior	52	73	125	73	93	95	105	105	105
4 Arthur	44	62	106	61	97	91	106	106	106
5 Athens	88	99	187	120	144	155	187	187	187
6 Aurora	46	48	94	56	94	73	94	94	94
7 Beamsville	37	34	71	42	58	58	71	71	.....
8 Belleville	148	198	346	191	344	272	344	344	344
9 Berlin	90	56	146	80	127	132	145	145	145
10 Bowmanville	63	92	155	93	113	113	155	155	144
11 Bradford	59	60	119	65	98	102	116	116	116
12 Brampton	110	102	212	132	140	180	212	212	155
13 Brighton	38	36	74	41	53	53	74	74	74
14 Caledonia	64	75	139	84	107	107	138	138	81
15 Campbellford	85	82	167	91	107	144	167	167	167
16 Carleton Place	69	90	159	98	159	140	159	159	159
17 Cayuga	51	31	82	55	56	56	82	82	82
18 Colborne	39	32	71	44	56	71	71	71	19
19 Cornwall	103	128	231	134	231	212	231	231	139
20 Deseronto	38	74	112	64	99	109	112	112	56
21 Dundas	65	62	127	73	101	110	127	127	127
22 Dunnville	66	75	141	82	123	123	140	140	140
23 Dutton	42	48	90	55	55	80	90	90	90
24 Elora	51	43	94	50	83	83	92	86	92
25 Essex	46	61	107	71	72	72	107	107	107
26 Fergus	93	98	191	118	191	191	191	191	191
27 Forest	52	57	109	62	92	100	108	108	108
28 Gananoque	44	81	125	81	97	98	125	125	125
29 Georgetown	90	64	154	93	86	104	154	154	139
30 Glencoe	72	43	115	68	87	87	115	115	115
31 Gravenhurst	36	39	75	36	56	57	74	74	74
32 Grimsby	34	34	68	35	68	62	68	68	68
33 Hagarsville	49	59	108	68	71	78	105	105	108
34 Harriston	87	69	156	95	98	122	156	152	152
35 Hawkesbury	32	37	69	37	67	67	68	69	68
36 Iroquois	79	81	160	101	126	143	153	153	153
37 Kemptville	94	105	199	115	127	138	199	199	199
38 Kincardine	60	66	126	78	97	97	126	126	126
39 Leamington	65	51	116	64	95	95	95	95	115
40 Listowel	84	52	136	84	83	107	136	136	136
41 Lucan	67	49	116	69	81	81	116	116	116
42 Madoc	42	38	80	52	55	57	80	80	80
43 Markham	121	110	231	120	99	135	231	231	231
44 Meaford	76	77	153	92	95	107	153	153	153
45 Mitchell	48	52	100	67	81	84	100	100	95
46 Mount Forest	85	72	157	101	128	136	157	157	157
47 Newburgh	69	73	142	89	142	115	142	142	142
48 Newcastle	26	24	50	32	36	36	50	50	34
49 Newmarket	54	55	109	69	64	97	108	109	109
50 Niagara	21	26	47	27	42	42	47	47	47
51 Niagara Falls South	59	55	114	64	110	110	114	114	114
52 Norwood	73	74	146	90	104	104	140	140	140
53 Oakville	25	47	72	43	60	63	66	66	66

The High Schools.

No of pupils in the different branches of Instruction.

	Canadian History.	English History.	Ancient History.	Geography.	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.	Physics.	Chemistry.	Botany.
1	98	98	26	50	98	109	109	.....	98	107	81
2	132	150	41	95	132	152	49	9	135	21	46
3	110	91	18	92	120	123	59	2	43	14	93
4	84	91	19	69	91	106	49	.....	49	19	87
5	155	155	75	74	155	187	143	.....	106	56	97
6	73	73	20	41	73	94	53	2	40	19	42
7	58	58	18	47	58	71	43	.....	31	17	47
8	262	304	55	195	304	344	344	15	140	65	205
9	132	136	30	92	132	145	84	6	47	22	56
10	113	48	42	76	113	155	79	11	42	31	80
11	102	102	26	68	102	119	67	.....	106	26	74
12	183	212	72	103	180	212	162	20	59	48	103
13	53	53	21	28	53	70	42	.....	27	21	28
14	107	45	31	62	107	138	138	.....	76	25	114
15	107	167	60	167	147	167	122	13	87	47	75
16	140	140	19	102	140	159	57	.....	38	15	22
17	56	60	26	30	56	80	50	4	48	23	58
18	37	56	15	19	56	71	52	.....	39	17	23
19	212	112	33	231	200	231	135	.....	120	38	185
20	109	56	21	71	109	112	112	3	56	17	75
21	49	101	27	83	110	23	73	.....	63	25	120
22	113	124	18	95	121	137	60	9	66	13	98
23	64	64	35	22	80	90	70	.....	62	33	21
24	50	83	22	50	83	92	59	4	50	22	53
25	72	78	29	35	72	107	75	6	60	35	50
26	191	191	61	191	181	191	124	10	124	61	80
27	49	101	28	50	100	108	101	.....	66	31	40
28	98	98	27	60	98	125	65	.....	42	28	60
29	104	119	65	44	104	154	154	15	79	54	48
30	87	51	28	47	87	115	68	117	48	25	49
31	57	57	18	24	57	74	50	.....	59	18	26
32	62	62	6	38	62	68	30	.....	23	6	38
33	78	78	34	45	78	105	65	.....	54	36	54
34	48	152	66	48	122	150	124	28	127	58	71
35	67	67	8	50	67	68	68	.....	24	2	50
36	149	153	47	80	144	153	123	9	101	44	93
37	127	143	72	56	138	199	167	16	124	63	67
38	102	102	46	56	102	122	91	18	77	20	58
39	95	95	20	70	95	115	53	2	37	13	56
40	107	107	53	52	107	136	101	5	93	53	68
41	81	81	35	50	81	116	116	.....	84	35	75
42	55	55	25	80	55	80	55	.....	80	25	57
43	155	176	75	99	155	231	231	21	116	62	159
44	141	153	74	153	110	153	114	20	84	65	89
45	87	87	25	62	87	100	100	5	56	21	53
46	128	128	46	128	128	157	157	6	79	40	111
47	115	47	27	68	115	142	74	.....	56	24	71
48	36	50	14	50	36	50	50	2	36	12	36
49	97	97	39	56	97	107	85	.....	48	41	64
50	42	42	5	29	42	47	18	.....	13	4	29
51	112	112	20	...	112	114	57	.....	50	20	90
52	104	104	50	104	140	140	107	.....	105	42	105
53	55	56	20	66	66	68	50	.....	39	19	44

IX.—TABLE I.—

High Schools.	Number of pupils in the different branches of Instruction.											
	Zoology.	Latin.	Greek.	French.	German.	Writing.	Book-keeping and Commercial Transactions.	Stenography.	Drawing.	Vocal Music.	Drill.	Calisthenics.
1 Alexandria		103	2	107	12	69	69		69		51	58
2 Almonte		109	17	74	26	105	105		90			
3 Arnprior		85	11	81	16	69	50		84		49	70
4 Arthur		106		47	3	69	69		69			
5 Athens		154	25	120	17	74	74		74		187	
6 Aurora		81	2	34	8	41	41		41		94	48
7 Beamsville		62	4	56	14	39	47		47			
8 Belleville	1	190	2	190	10	81	195		195		128	
9 Berlin	1	82	11	34	113	47	63		84		77	47
10 Bowmanville		136	6	66	45	76	76		76			
11 Bradford		86		53	16	68	68	36	68		42	
12 Brampton	2	185	22	175	56	90	103		103			
13 Brighton		62	2	59	19	28	28		28			
14 Caledonia	1	112	5	20		62	62		62			
15 Campbellford		53		47	18	52	55		55			
16 Carleton Place		150	10	100	50	100	100		100			
17 Cayuga		67	4	67	2	30	30		30		51	31
18 Colborne		58		41	24	19	19		19			
19 Cornwall		200	6	88	47	170	170		170			
20 Deseronto		64	1	41		71	71		71		97	97
21 Dundas		120	5	109	13	100	100		83		50	47
22 Dunnville		121	8	59	30	94	94	12	92		57	43
23 Dutton		77	2	32		35	35	4	22		28	36
24 Elora	1	86		76	21	28	33	17	61		37	
25 Essex	6	65	3	33	22	32	35		35		101	101
26 Fergus	1	170	15	130	15	67	67		67			
27 Forest		91	2	14	26	50	50	8	50			
28 Gananoque		98	4	115	50	60	60		60		125	125
29 Georgetown		114	2	111	27	37	37		37		90	64
30 Glencoe	3	65	10	50	10	47	47		47		87	115
31 Gravenhurst		24		11	8	24	25		24			
32 Grimsby		60	1	20	14	38	38		38		47	47
33 Hagarsville		83	2	45	23	45	45		45			
34 Harriston	14	118	9	75	44	45	31		31		80	76
35 Hawkesbury		56	6	25	1	50	50		50		32	36
36 Iroquois	2	130	1	72	41	48	78		78			
37 Kemptville		104	6	72	24	56	60		59			
38 Kincardine		116	20	114	21	56	56		56		106	106
39 Leamington		86		56	30	39	70		70		63	51
40 Listowel		110	6	108	27	52	52		52		75	48
41 Lucan		115	2	85	1	50	50		50			
42 Madoc		60		12		32	32		32			
43 Markham	9	210	11	131	10	99	99		150			30
44 Meaford	7	109	3	64	22	70	70	65	70		141	141
45 Mitchell		54		21	18	62	62		62		48	52
46 Mount Forest	3	102	3	43	16	90	90		90		151	151
47 Newburgh		121	2	85	24	68	68		68			
48 Newcastle		35		25	10	15	17		15			20
49 Newmarket		87	5	65	16	40	56		56		109	109
50 Niagara		24	1	39	8	29	29	8	29	25	21	26
51 Niagara Falls South		69	2	15	15	75	75	60	75		59	57
52 Norwood		146	2	102	10	106	110		105		110	110
53 Oakville		34	5	24		30	33		34			

The High Schools.

	Examinations, etc.													
	Gymnastics.	How many pupils obtained Commercial Diplomas in 1897.	No. passed Primary Examination.	No. passed Junior Leaving Examination.	No. passed Senior Leaving Examination.	No. passed Departmental Matriculation Examination.	No. passed the Junior Matriculation at any University.	No. passed the Senior Matriculation at any University.	No. 1st Class Matriculation Honors.	No. 2nd Class Matriculation Honors	No. passed Matriculation Examination, Law Society, 1897.	No. passed Matriculation Examination, Medical Council, 1897.	No. passed the Preliminary Examination for a Student in Surveying, 1897.
1	.....	.....	15	9	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	.....	.....	6	11	2	4	.....	.....	2	7	.....	.....	.....
3	.....	.....	2	2	1	1	.....	.....	.....	.....	.....	.....	.....
4	.....	.....	10	6	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	.....	.....	19	16	.....	4	.....	.....	.....	.....	.....	.....	.....
6	.....	.....	7	5	1	2	.....	.....	.....	.....	.....	.....	.....
7	.....	20	3	7	.....	2	.....	.....	.....	.....	.....	.....	.....
8	.....	.....	5	13	1	4	.....	.....	.....	.....	.....	.....	.....
9	.....	.....	4	7	.....	4	.....	.....	.....	.....	.....	.....	.....
10	.....	.....	.....	16	.....	1	1	.....	1	.....	.....	.....	.....
11	.....	.....	11	10	.....	2	.....	.....	.....	.....	.....	.....	.....
12	.....	.....	10	28	5	7	2	.....	4	1	.....	.....	.....
13	.....	.....	10	6	.....	2	2	.....	.....	.....	.....	.....	.....
14	.....	.....	8	7	.....	1	.....	.....	3	.....	.....	.....	.....
15	.....	19	6	20	3	2	2	.....	.....	.....	.....	.....	.....
16	.....	.....	15	13	.....	1	.....	.....	.....	.....	.....	.....	.....
17	.....	.....	10	8	.....	4	.....	.....	1	.....	.....	.....	.....
18	.....	.....	6	5	.....	.....	1	.....	.....	.....	.....	.....	.....
19	.....	60	9	.....	.....	.....	1	.....	.....	.....	.....	.....	.....
20	.....	.....	9	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
21	.....	1	6	6	.....	.....	.....	.....	.....	.....	.....	.....	.....
22	.....	.....	6	6	3	2	.....	.....	.....	.....	.....	.....	.....
23	.....	.....	12	8	.....	.....	.....	.....	.....	.....	.....	.....	.....
24	.....	.....	7	6	1	2	.....	.....	.....	.....	.....	.....	.....
25	46	.....	9	6	6	.....	.....	.....	.....	.....	.....	.....	.....
26	.....	.....	5	13	3	3	5	.....	.....	.....	.....	3	4
27	.....	.....	14	10	.....	16	.....	.....	.....	.....	.....	.....	.....
28	.....	.....	9	9	.....	2	1	.....	.....	.....	.....	.....	.....
29	.....	.....	9	10	1	2	.....	.....	.....	.....	.....	.....	.....
30	.....	.....	9	6	2	4	.....	.....	.....	1	.....	.....	.....
31	.....	.....	8	7	.....	5	.....	.....	.....	.....	.....	.....	.....
32	.....	.....	3	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
33	.....	.....	9	8	3	3	.....	.....	.....	.....	.....	.....	.....
34	.....	.....	21	13	11	3	.....	.....	.....	.....	.....	.....	.....
35	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....
36	.....	.....	12	7	1	...	1	1	.....	.....	.....	.....	.....
37	.....	.....	25	32	1	5	.....	.....	.....	.....	.....	1	.....
38	.....	.....	14	6	2	2	1	.....	.....	.....	.....	.....	.....
39	.....	.....	10	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
40	75	2	3	8	1	.....	.....	.....	.....	.....	.....	.....	.....
41	.....	.....	9	10	.....	.....	.....	.....	.....	.....	.....	.....	.....
42	.....	.....	12	8	.....	.....	.....	.....	.....	.....	.....	.....	.....
43	.....	.....	17	24	6	1	.....	1	.....	.....	.....	.....	.....
44	76	19	9	18	9	2	.....	.....	.....	.....	.....	.....	.....
45	48	.....	4	11	.....	2	.....	.....	.....	1	.....	.....	.....
46	.....	.....	8	12	2	4	.....	.....	.....	.....	.....	.....	.....
47	.....	.....	9	5	.....	2	1	.....	.....	.....	.....	.....	.....
48	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....
49	54	.....	5	11	.....	1	.....	.....	.....	.....	.....	.....	.....
50	.....	.....	2	.....	.....	1	.....	.....	.....	.....	.....	.....	.....
51	.....	.....	1	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
52	.....	35	40	22	.....	4	.....	.....	.....	.....	.....	.....	.....
53	.....	.....	2	4	.....	.....	.....	.....	.....	.....	.....	.....	.....

IX.—TABLE I.—

High Schools.	Pupils.								
	Boys.	Girls.	Total.	Average Attendance.	Reading.	English Grammar and Rhetoric.	English Composition.	Poetical Literature.	Supplementary Reading in English Literature.
54 Omemee	20	34	54	36	40	40	54	54	35
55 Orangeville	137	103	240	142	168	208	237	237	232
56 Orillia	100	126	226	122	170	226	226	226	91
57 Oshawa	119	106	225	136	182	182	225	225	225
58 Paris	56	61	117	64	97	97	117	117	117
59 Parkhill	41	42	83	52	54	54	83	83	83
60 Pembroke	93	94	187	102	153	155	187	187	187
61 Petrolea	104	84	188	104	158	158	188	188	188
62 Picton	120	126	246	140	182	182	244	244	215
63 Port Arthur	30	54	84	58	84	84	84	84	.....
64 " Dover	42	33	75	51	63	63	75	75	63
65 " Elgin	68	50	118	73	85	90	112	112	112
66 " Hope	84	120	204	125	135	135	204	204	204
67 " Perry	71	80	151	88	140	120	151	151	151
68 " Rowan	36	23	59	33	52	57	59	58	18
69 Prescott	47	56	103	63	87	87	103	103	53
70 Renfrew	71	90	161	98	117	117	161	161	161
71 Richmond Hill	42	38	80	48	56	58	79	79	79
72 Simcoe	108	116	224	132	156	170	224	224	224
73 Smith's Falls	67	99	166	104	160	160	166	166	166
74 Smithville	30	44	74	46	65	68	74	74	74
75 Stirling	36	33	69	49	47	53	69	69	69
76 Streetsville	40	45	85	46	85	85	85	85	85
77 Sydenham	63	76	139	82	106	106	136	136	136
78 Thorold	33	56	89	50	89	89	89	89	89
79 Tilsonburg	55	59	114	66	91	110	114	114	114
80 Toronto Junction	141	141	282	156	222	242	282	282	282
81 Trenton	76	71	147	85	103	115	147	147	141
82 Uxbridge	68	64	132	81	98	98	132	132	132
83 Vankleekhill	85	85	170	105	107	121	169	169	169
84 Vienna	23	26	49	27	40	47	48	48	48
85 Walkerton	97	104	201	120	76	167	201	201	201
86 Walkerville	20	20	40	27	24	24	40	40	40
87 Waterdown	31	26	57	34	45	51	57	57	57
88 Waterford	62	43	105	62	86	86	105	105	105
89 Watford	81	99	180	106	133	133	180	180	116
90 Welland	67	95	162	97	138	146	162	162	162
91 Weston	31	30	61	36	50	55	61	61	.....
92 Wiarton	47	43	90	59	64	64	90	90	90
93 Williamstown	37	68	105	59	84	90	105	105	.....
1 Total, 1897	5,946	6,236	12,182	7,227	9,469	9,981	12,088	12,079	11,015
2 " 1896	5,987	6,364	12,353	7,429	9,755	11,364	12,169	12,115	11,078
3 Increase	.....	.....	.....	.....	.....	.....	.....	.....	.....
4 Decrease	43	128	171	202	286	1,383	81	36	63
5 Percentage	49	51	.....	.....	78	82	99	99	91
6 Percentage of average attendance to total attendance	60								

The High Schools.

Number of pupils in the different branches of Instruction.

	Canadian History.	English History.	Ancient History.	Geography.	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.	Physics.	Chemistry.	Botany.
54	40	40	14	19	40	54	35	.....	21	14	19
55	208	210	96	95	208	237	215	16	163	85	110
56	81	95	14	92	221	224	147	14	130	64	111
57	182	193	43	138	138	225	87	11	52	17	140
58	97	100	20	114	97	117	115	2	35	21	69
59	54	54	29	27	54	83	56	1	46	27	38
60	153	158	24	97	155	187	80	4	53	21	109
61	158	188	30	94	158	188	94	4	38	26	97
62	190	195	58	108	189	246	246	9	110	55	114
63	84	84	13	43	84	84	41	.....	41	13	43
64	54	54	12	35	65	75	40	.....	29	12	43
65	90	90	40	112	112	112	75	.....	54	40	68
66	135	161	69	101	135	205	147	26	69	43	110
67	124	151	53	124	151	145	95	10	76	40	73
68	57	57	10	37	58	59	29	.....	29	10	46
69	87	89	16	50	87	103	53	2	43	16	45
70	117	123	44	76	161	161	116	7	92	32	84
71	58	58	24	28	79	79	79	.....	38	10	28
72	224	220	68	96	206	200	128	18	90	50	116
73	160	160	44	120	160	166	90	3	78	44	120
74	69	69	8	50	70	74	60	.....	68	9	54
75	47	58	22	20	55	69	69	5	39	19	35
76	80	80	12	50	85	85	47	.....	42	11	42
77	106	130	30	75	129	135	106	1	89	29	52
78	83	89	10	64	79	89	25	.....	17	10	66
79	110	110	23	64	110	114	70	.....	55	22	72
80	231	244	77	160	242	278	141	12	111	65	176
81	115	115	38	53	115	147	94	.....	69	38	49
82	98	132	34	66	98	132	103	6	54	28	66
83	63	103	64	78	121	169	109	12	62	52	85
84	46	46	7	39	47	49	26	.....	25	6	43
85	170	183	71	78	194	201	158	11	78	67	85
86	24	29	16	18	29	40	32	.....	21	17	18
87	51	51	17	28	51	57	46	1	35	18	29
88	99	99	17	54	86	105	51	.....	51	17	71
89	138	141	47	176	141	180	120	4	31	43	93
90	48	146	24	90	146	162	126	9	52	13	104
91	55	55	11	50	55	57	49	.....	41	11	55
92	64	68	26	27	64	90	68	4	47	26	29
93	84	84	21	84	105	105	47	.....	30	21	58
1	9,435	9,937	3,129	6,785	10,238	12,020	8,399	572	5,916	2,866	6,639
2	10,748	11,394	3,179	8,175	11,410	12,141	8,263	422	5,331	2,595	7,070
3	.....	.....	.....	.....	.....	.....	136	150	585	271	.....
4	1,313	1,457	50	1,390	1,172	121	.....	.....	.....	.....	431
5	78	82	26	56	84	99	69	5	49	24	55

IX.—TABLE I.—

Number of pupils in the different branches of Instruction.

High Schools	Zoology.	Latin.	Greek.	French.	German.	Writing.	Bookkeeping and Commercial Transactions.	Stenography.	Drawing.	Vocal Music.	Drill.	Calisthenics.
54 Omemee	..	23	1	34	17	19	19	...	19	.....	...	...
55 Orangeville	4	153	15	61	26	45	93	.....	95	.....	.....	.....
56 Orillia	3	184	10	103	68	92	92	....	92	.....	218	218
57 Oshawa	2	155	32	103	70	113	138	...	144	.....	.....	.....
58 Paris	..	75	...	46	33	59	59	.....	59	.....	.....	.....
59 Parkhill	....	54	4	29	8	27	27	.....	27	.....	83	.....
60 Pembroke	..	112	...	78	42	97	108	23	97	.....	93	94
61 Petrolea	..	134	33	98	38	118	118	116	118	...	.....	.....
62 Picton	5	140	13	230	95	108	118	21	120	.....	.....	...
63 Port Arthur	....	43	3	43	13	43	43	....	43	....	....	.....
64 " Dover	...	56	3	17	15	36	35	....	36	.....	.....	.....
65 " Elgin	..	103	4	104	61	63	63	...	63	...	64	48
66 " Hope	...	196	5	148	126	101	101	62	101	.....	.....	.....
67 " Perry	2	64	12	62	28	75	75	21	75	80	71	80
68 " Rowan	...	39	.....	33	9	40	40	.....	40	.....	.....	.....
69 Prescott	....	88	2	56	15	50	50	.....	50	...	47	56
70 Renfrew	...	123	19	147	10	76	76	...	76	.....	71	...
71 Richmond Hill	...	77	22	80	...	28	28	...	28	.....	80	80
72 Simcoe	...	124	15	90	39	96	96	...	96	...	70	75
73 Smith's Falls	1	141	4	143	64	37	120	...	120	.....	.....	.....
74 Smithville	..	45	....	31	6	41	41	.....	41	....	74	74
75 Stirling	3	48	8	29	.....	20	20	.....	20	.....	.....	.....
76 Streetsville	...	47	2	50	6	38	38	.....	38	....	40	45
77 Sydenham	...	76	.....	39	23	40	40	.....	40	.....	.....	.....
78 Thorold	...	45	3	32	5	64	64	...	64	.....	33	56
79 Tilsonburg	...	65	1	54	16	91	64	.....	64	.....	.....	.....
80 Toronto Junction	2	206	19	137	52	160	160	...	160	.....	.....	.....
81 Trenton	....	119	.....	76	48	53	51	...	73	....	.....	.....
82 Uxbridge	...	81	3	67	27	29	66	....	66	.....	66	60
83 Vankleekhill	1	135	8	136	53	84	84	.....	84	.....	.....	.....
84 Vienna	..	37	1	20	.....	27	39	....	39	25	40	20
85 Walkerton	...	130	9	56	81	62	78	.....	78	.....	24	33
86 Wardsville	...	40	3	26	20	18	18	.....	18	....	20	20
87 Waterdown	...	45	1	8	1	15	37	....	37	.....	.....	57
88 Waterford	...	49	.....	25	5	54	54	.....	54	.....	.....	.....
89 Watford	....	145	..	57	4	60	80	.....	80	.....	.....	.....
90 Welland	....	130	17	102	24	29	69	.....	101	...	.....	.....
91 Weston	....	57		33	3	55	55	....	55	...	31	30
92 Wiarton	...	43	4	38	24	22	29	.....	29	.....	.....	.....
93 Williamstown	..	96	6	69	31	84	60	...	69	.....	.....	.....
1 Total, 1897	74	8,919	550	6,308	2,300	5,498	5,995	454	6,108	130	3,520	2,989
2 " 1896	96	7,566	594	6,240	2,049	5,762	6,711	293	6,878	335	4,600	3,677
3 Increase	..	1,353	...	68	251	..	.....	161	...	..	..	...
4 Decrease	22	...	44	...	...	264	716	.....	770	205	1,080	688
5 Percentage	1	74	5	53	19	45	50	4	52	1	29	25

The High Schools.

	Gymnastics.	Examinations, etc.												
		How many pupils obtained Commercial Diplomas in 1897.	No. passed Primary Examination.	No. passed Junior Leaving Examination.	No. passed Senior Leaving Examination.	No. passed Departmental Matriculation Examination.	No. passed the Junior Matriculation Examination at any University.	No. passed the Senior Matriculation Examination at any University.	No. 1st Class Matriculation Honors.	No. 2nd Class Matriculation Honors.	No. passed Matriculation Examination, Law Society, 1897.	No. passed Matriculation Examination, Medical Council, 1897.	No. passed the Preliminary Examination for a Student in Surveying, 1897.
54			5	2									
55			19	21	1	2	1	3					
56	218		6	26	4	4		1	2	4		1	
57		15	9	12	5	5	1		2	3			
58			2	2									
59	41		9	3									
60			5	3	1	3	3						
61		4	13	9	1	1	1						
62			25	12		5							
63			4	5		1	1				1		
64			5	3									
65	65	27	8	16		2							
66			11	13	10	1			3	7			
67	140		12	12	2	4				5		2	
68			1	4		9							
69			2	5									
70			9	1		6	4						
71			3	3		3							
72			8	22	1	1	1						
73			27	8				1		1			
74				3		1							
75			5	6				1					
76			2	3									
77			13	7		1							
78													
79		19		11									
80			20	23	2	3						3	
81			2	21		3							
82			8	10	1	6							
83			14	18	3								
84	21		1										
85			19	28	2	3	1		4	2	3	2	
86	20		1										
87			4	7	1								
88			5	9		2							
89			11	12		13							
90			12	11		7	2						
91			1	5		1							
92			12	5		1							1
93			5	8		1	8						
1	804	221	792	859	99	197	41	8	22	34	4	12	3
2	823	200	586	816	89	90	61	13	65	58	1	5	2
3		21	206	43	10	107					3	7	2
4	19						20	5	43	24			
5	7	2	7	7	1	2							

X.—TABLE K.—The

Collegiate Institutes.	Brick, stone or frame school house.	Size of playground.	Schools under U. Board.	Value of library.	Value of scientific apparatus.	Value of charts, maps and globes.	Gymnasium.	Value of gymnasium and appliances.	Miscellaneous: Museum.	Estimated value of museum.	Schools using authorized Scripture readings.	Schools opened and closed with prayer.	Schools using Bible	Relig. inst'ct'n imparted.	Commencem't exercises.
		acres.		$	$	$		$		$					
1 Aylmer	B	4¼	..	608	715	125	1	765	1	300	....	1	....	..	1
2 Barrie	B	3	..	605	632	118	1	1,820	..	....	....	1	....	..	..
3 Brantford	B	¾	..	596	675	108	1	1,128	..	....	....	1	1	1	1
4 Brockville	S	2	..	703	867	179	1	300	..	....	1	1	....	..	1
5 Chatham	B	2	..	607	1,110	167	1	734	1	50	1	1	1	..	1
6 Clinton	B	3¼	..	548	743	150	1	831	..	....	1	1	1	..	1
7 Cobourg	B	¾		695	600	110	1	888	..	....	1	1	....	..	1
8 Collingwood	B	1	..	645	652	76	1	1,263	..	....	1	1	1	..	..
9 Galt	S	8½		1,000	817	175	1	1,304	1	28	1	1	....	..	1
10 Goderich	B	¼		637	658	72	1	2,700	..	...	1	1	....	..	1
11 Guelph	S	4	1	831	748	145	1	2,832	1	50	....	1	....	..	1
12 Hamilton	B	3	1	915	1,471	188	1	640	..	....	1	1	....	..	1
13 Ingersoll	B	2	1	538	520	122	1	949	..	..	1	1	....	..	1
14 Kingston	B	2	1	991	806	81	..	....	1	100	1	1	1	..	..
15 Lindsay	B	2	1	919	826	119	1	726	..	..	....	1	....	..	1
16 London	B	3	1	910	2,504	198	1	298	1	700	....	1	....	..	1
17 Morrisburg	B	1	1	567	1,083	130	1	1,168	1	50	1	1	....	..	1
18 Napanee	B	3½	1	760	731	112	1	1,028	1	25	1	1	1	..	1
19 Niagara Falls	B	5	..	697	602	87	1	1,102	..	....	....	1	1	..	1
20 Ottawa	S	1½	..	795	1,342	210	1	2,224	1	100	1	1	1	..	1
21 Owen Sound	B	5	1	1,226	1,602	110	..	91	1	25	....	1	....	..	1
22 Perth	B	4	1	714	711	155	1	827	..	..	1	1	....	..	1
23 Peterborough	B	1	1	687	866	149	1	760	1	50	....	1	....	..	..
24 Ridgetown	B	1½	..	615	968	124	1	996	1	25	....	1	....	..	1
25 Sarnia	B	2	1	717	616	102	1	1,563	..	....	1	1	....	..	1
26 Seaforth	B	2¾	..	713	575	136	1	666	1	60	1	1	1	..	1
27 Stratford	B	5	..	798	1,173	199	..	117	..	....	1	1	....	..	1
28 Strathroy	B	1¼	..	753	878	114	1	494	..	....	1	1	....	..	1
29 St. Catharines	B	1	..	612	730	127	1	775	1	100	1	1	....	..	..
30 St. Mary's	B	2		574	620	113	1	760	..	....	....	1	....	..	1
31 St. Thomas	B	2¼	1	871	905	100	1	974	..	....	....	1	....	..	..
32 Toronto (Harbord)	B	1½	..	963	1,901	156	1	4,710	..	....	....	1	...	..	1
33 " (Jameson)	B	1½	..	1,327	2,016	144	1	4,790	..	....	1	1	1	..	1
34 " (Jarvis)	B	2	..	1,080	1,498	334	1	8,900	1	20	....	1	1	..	1
35 Whitby	B	1	1	615	505	94	1	1,100	..	....	1	1	....	..	1
36 Windsor	B	2	1	667	843	114	1	3,200	..	....	.	....	....	..	1
37 Woodstock	B	1	..	977	1,227	137	1	2,150	..	...	1	1	...	..	1
	B S	acres.													
1 Total, 1897	33 4	89½	15	28,406	35,736	5,080	34	55,573	15	1,683	22	36	11	1	31
2 Total, 1896	32 5	84	15	27,632	33,897	4,901	33	57,215	18	2,227	21	36	12	1	30
3 Increase	1 ..	5½	..	774	1,839	179	1	....	..	....	1	....	....	..	1
4 Decrease	.. 1	....	..	....	....	....	..	1,642	3	544	....	....	1	..	..
5 Percentage	89 11	....	41	....	....	....	89	....	40	....	60	100	33	..	84

Collegiate Institutes.

Information.

	Number of pupils in				No. of pupils from municipalities composing the High School district	From other municipalities within the county.	From other counties.	Who entered mercantile life.	Who became occupied with agriculture.	Who joined a learned profession.	Who became teachers.	Who left for other occupations.	Occupation of parents.			
	Form I.	Form II.	Form III.	Form IV.									Commercial.	Agricultural.	Mechanical.	Professional.
1	47	36	42	19	92	48	4	5	6	2	12	8	34	61	35	14
2	81	97	69	19	138	123	5	5	5	1	15	5	52	116	60	38
3	137	112	71	27	242	87	18	14	1	2	31	3	114	94	101	38
4	134	112	49	35	323	5	2	15	2	11	24	28	110	90	100	30
5	149	115	57	16	239	92	6	25	25	10	25	25	120	79	79	59
6	76	68	65	18	101	118	8	14	14	7	30	12	74	93	36	24
7	107	29	25	1	113	49	..	8	1	1	20	3	40	56	60	6
8	95	76	58	15	127	71	46	9	18	....	40	11	72	104	49	19
9	133	71	42	17	150	88	25	13	6	3	17	20	55	71	100	37
10	84	62	59	23	144	79	5	7	2	5	35	21	58	78	55	37
11	138	76	62	28	230	47	27	15	9	8	22	21	125	69	60	50
12	253	204	179	147	623	99	61	60	20	10	50	53	332	96	262	93
13	86	27	26	13	93	51	8	7	5	2	12	25	36	48	50	18
14	307	145	91	15	428	108	22	14	16	7	41	53	161	89	224	84
15	100	130	92	14	199	117	20	23	18	11	47	46	95	112	79	50
16	540	218	167	91	770	204	42	100	80	40	50	100	389	133	395	99
17	80	69	56	30	91	138	6	5	2	....	41	12	17	173	29	16
18	127	66	35	19	116	120	11	11	8	5	19	39	78	118	23	28
19	103	69	36	34	130	83	29	21	6	4	22	26	104	73	46	19
20	211	10	75	37	363	49	12	28	19	14	33	27	158	58	85	123
21	111	104	148	54	210	142	65	14	15	8	64	65	95	163	106	53
22	114	66	42	11	117	107	9	10	6	2	18	38	48	102	66	17
23	186	59	56	24	261	62	2	20	10	5	30	20	90	25	150	60
24	88	37	53	17	78	111	6	8	14	4	10	8	60	77	40	18
25	181	52	30	9	177	93	2	4	5	1	11	44	49	59	118	46
26	97	54	47	10	93	112	3	4	10	3	20	11	51	117	31	9
27	114	86	72	28	235	50	15	24	7	3	28	27	95	90	88	27
28	53	106	65	30	124	112	18	20	30	10	30	30	43	134	49	28
29	191	52	43	35	211	86	24	25	15	16	25	16	83	99	105	34
30	105	47	48	41	136	51	54	30	34	2	16	8	44	127	62	8
31	224	61	60	25	293	77	.	50	20	5	20	14	145	77	129	19
32	169	151	155	68	541	2	...	33	1	....	34	87	374	20	46	103
33	159	130	72	41	384	8	10	36	10	6	10	46	184	56	120	42
34	105	216	129	46	496	...	.....	60	6	25	40	54	328	28	65	75
35	110	31	17	13	107	64	....	8	9	2	11	.....	25	71	60	15
36	171	58	24	17	185	79	6	18	8	4	9	19	97	45	114	14
37	117	95	90	43	192	130	23	16	20	5	24	40	91	135	75	44
1	5,283	3,288	2,507	1,130	8,552	3,062	594	779	483	244	986	1,065	4,126	3,236	3,352	1,494
2	5,114	3,314	2,551	1,235	8,292	3,276	646	708	431	269	939	1,133	4,099	3,565	3,095	1,455
3	169	...	.....	.....	260	.....	...	71	52	....	47	.. ..	27	.....	247	39
4	.....	26	44	105	.....	214	52	....	....	25	....	68	... ..	339	.....	.....
5	43	28	20	9	70	25	5	..	....	....	....	.....	34	27	27	12

X.—TABLE K.—The

	High Schools.	Brick, stone or frame school house.	Size of playground.	Schools under U. Board.	Value of library.	Value of scientific apparatus.	Value of charts, maps and globes.	Gymnasium.	Value of gymnasium and appliances.	Museum.	Estimated value of museum.	Miscellaneous: Schools using authorized Scripture readings.	Schools opened and closed with prayer.	Schools using Bible.	Relig. instr'n imparted	Commencem't exercises.
			acres.		$	$			$		$					
1	Alexandria	B	1½	..	151	103	85	..	.....	..	.....	....	1	.....	..	1
2	Almonte	S	1	1	850	148	80	1	199	..	.....	...	1	1	..	..
3	Arnprior	B	1¾	1	250	335	52	..	38	..	.....	.....	1	.....	..	..
4	Arthur	B	2½	..	228	340	27	..	.....	..	.....	....	1	.....	..	1
5	Athens	S	2	..	413	403	53	..	.....	..	.....	1	1	.....	..	1
6	Aurora	B	5	..	336	408	60	..	.....	..	.....	....	1	1	..	1
7	Beamsville	B	1	1	281	213	38	..	.....	1	50	....	1	.....	..	..
8	Belleville	B	1½	1	320	454	162	..	.....	..	.....	....	1	1	..	1
9	Berlin	B	4	..	393	864	43	..	.....	1	50	...	1	1	..	1
10	Bowmanville	B	1½	..	598	422	54	..	.....	1	50	1	1	1	..	1
11	Bradford	B	3	..	257	341	20	..	33	..	5	....	1	1	..	1
12	Brampton	B	5	..	435	567	56	..	10	..	.....	....	1	.....	..	1
13	Brighton	B	...	1	229	307	32	..	.....	..	.....	1	1	.....	1	1
14	Caledonia	B	1½	1	427	538	53	..	15	..	.....	.....	1	.....	..	..
15	Campbellford	B	¾	1	266	407	33	..	.....	..	.....	1	1	.....	..	1
16	Carleton Place	S	1	1	766	341	57	..	3	..	.....	....	1	.....	..	1
17	Cayuga	B	1½	..	154	330	30	..	.....	..	.....	....	1	.....	..	1
18	Colborne	B	¾	1	221	220	79	..	.....	..	.....	1	1	.....	..	..
19	Cornwall	B	1	..	446	546	158	..	.....	..	.....	1	1	.....	..	..
20	Deseronto	B	3	..	304	353	86	1	510	1	50	...	.....	.....	..	1
21	Dundas	B	3	1	366	387	76	..	39	..	.....	.....	.....	1	..	1
22	Dunville	B	¼	..	336	442	46	..	.....	..	.....	....	1	.....	..	1
23	Dutton	B	1	..	226	516	32	..	.....	..	.....	....	1	.....	..	1
24	Elora	S	½	..	145	296	71	..	.....	..	.....	1	1	.....	..	..
25	Essex	B	3½	..	310	425	84	1	82[e]	..	.....	1	1	.....	..	1
26	Fergus	S	⅝	1	214	230	65	..	.....	..	.....	....	1	.....	..	..
27	Forest	B	2	..	246	304	52	..	.....	..	.....	....	1	1	..	..
28	Gananoque	B	1	1	459	409	80	..	5	..	.....	1	.....	.....	..	1
29	Georgetown	B	4	..	209	317	72	..	.....	..	.....	....	1	.....	..	..
30	Glencoe	B	2	..	330	576	55	..	.....	1	20	1	1	1	..	1
31	Gravenhurst	B	7½	..	171	344	46	..	.....	..	.....	....	1	.....	..	..
32	Grimsby	F	½	..	158	207	21	..	.....	..	.....	1	1	.....	..	1
33	Hagarsville	B	1½	..	306	427	32	..	.....	..	.....	1	1	1	..	..
34	Harriston	B	3	..	153	360	60	..	.....	..	.....	....	1	.....	..	..
35	Hawkesbury	B	2	1	298	305	46	..	.....	..	.....	1	1	.....	..	1
36	Iroquois	B	1½	..	556	903	127	..	27	1	250	1	1	1	..	1
37	Kemptville	B	2	1	228	341	68	..	19	..	.....	....	1	.....	..	..
38	Kincardine	B	3	1	455	619	81	..	17	..	.....	1	1	1	..	1
39	Leamington	B	1½	..	238	395	132	..	10	..	.....	1	1	.....	..	1
40	Listowel	B	4	..	331	365	64	1	250	1	42	...	1	.....	..	1
41	Lucan	B	2	..	219	482	47	..	.....	..	.....	....	1	.....	..	..
42	Madoc	B	1	..	164	361	90	..	.....	..	.....	1	1	1	1	..
43	Markham	B	1	..	214	662	65	..	80	1	25	1	1	1	..	1
44	Meaford	B	3½	..	256	492	47	1	1,419	1	15	1	1	1	..	1
45	Mitchell	B	¾	..	223	286	57	1	516	..	3	....	1	.....	..	1
46	Mount Forest	B	2½	..	384	515	38	..	.....	..	.....	1	1	.....	..	1
47	Newburgh		2	1	386	241	52	..	.....	..	.....	....	1	.....	..	1
48	Newcastle	B	¼	1	163	169	66	..	.....	..	.....	1	1	.....	..	..
49	Newmarket	B	2	..	146	288	59	1	413	..	.....	....	1	1	..	..
50	Niagara	B	½	..	183	149	57	..	.....	..	.....	...	1	1	..	1
51	Niagara Falls S	B	2	..	253	241	41	..	30	..	.....	....	1	1	..	1
52	Norwood	B	8	1	328	286	20	..	12	..	.....	....	1	1	..	..
53	Oakville	B	...	1	257	232	24	..	.....	..	.....	1	1	.....	..	..
54	Omemee	F	1¼	1	240	134	19	..	.....	..	.....	1	1	.....	..	..
55	Orangeville	B	2½	..	522	515	52	..	.....	..	.....	...	1	.....	..	1
56	Orillia	B	2½	..	458	287	17	1	1,189	1	60	1	1	1	..	..
57	Oshawa	B	3	1	376	292	120	..	.....	1	50	1	1	.....	..	1

High Schools.

Information.

	Number of pupils in				No. of pupils from municipalities composing the High School district.	From other municipalities within the county.	From other counties.	Who entered mercantile life.	Who became occupied with agriculture.	Who joined a learned profession.	Who became teachers.	Who left for other occupations.	Occupation of parents.			
	Form I.	Form II.	Form III.	Form IV.									Commercial.	Agricultural.	Mechanical.	Professional.
1	35	48	26	.....	100	9	.....	2	2	...	8	2	13	62	27	7
2	68	40	35	9	100	32	20	2	8	...	16	30	27	55	58	12
3	65	43	16	1	97	20	8	6	4	...	6	22	41	24	58	2
4	57	30	19	.....	.....	104	2	4	11	....	6	3	37	58	9	2
5	44	68	75	.....	70	116	1	3	6	3	33	8	43	104	27	13
6	41	32	19	2	58	36	.. ..	4	9	....	6	10	20	39	23	12
7	28	25	18	.....	31	40	.....	5	5	...	6	6	5	54	9	3
8	215	72	44	15	262	80	4	29	17	8	15	12	58	208	65	15
9	75	41	24	6	84	59	3	14	4	1	7	7	49	32	38	27
10	76	37	31	11	103	52	.....	6	7	....	10	12	24	74	42	15
11	29	39	51	.....	50	64	5	4	12	3	14	4	10	83	21	5
12	93	47	48	24	92	112	8	12	20	4	22	40	44	112	50	6
13	28	25	21	.. ..	55	19	.....	9	10	1	5	7	19	25	24	6
14	62	45	31	1	103	.....	36	2	8	1	6	14	14	104	17	4
15	45	62	47	13	78	82	7	5	7	2	15	10	13	119	28	7
16	42	43	60	14	120	26	13	3	3	2	20	10	43	37	67	12
17	30	26	22	4	31	50	1	6	4	...	4	6	7	49	15	11
18	19	37	15	.. ..	40	31	....	6	8	1	4	10	10	41	12	8
19	92	106	33	.....	161	60	10	10	8	....	50	32	30	125	60	6
20	56	35	18	3	79	29	4	5	2	....	8	14	33	36	38	5
21	54	46	26	1	77	50	....	5	6	5	5	6	20	71	30	6
22	61	54	16	10	64	63	14	6	8	2	8	20	30	57	38	16
23	22	33	35	.....	46	43	1	6	1	.. .	8	3	16	43	20	11
24	33	37	20	4	48	45	1	5	2	....	7	...	13	40	26	15
25	32	40	29	6	41	63	3	4	5	.	10	.....	26	49	19	13
26	67	63	51	10	103	88	....	26	8	6	33	5	64	72	33	22
27	35	42	32	.....	41	67	1	1	3	2	14	14	12	62	30	5
28	60	37	28	.....	93	22	10	5	4	....	6	14	41	35	42	7
29	37	52	50	15	50	70	34	8	6	1	10	.....	36	69	34	15
30	47	40	17	11	46	65	4	8	10	5	4	11	28	67	8	12
31	24	32	19	.....	53	21	1	5	3	1	15	16	25	6	39	5
32	38	24	6	.....	33	33	2	4	2	....	...	2	8	41	11	8
33	40	31	37	.....	41	67	.....	10	10	...	8	2	24	59	15	10
34	29	59	42	26	63	44	49	10	12	4	18	11	35	96	14	11
35	43	18	7	1	42	26	1	2	2	1	1	3	32	22	13	2
36	58	52	41	9	54	83	23	2	2	3	11	6	36	91	22	11
37	42	85	56	16	73	63	63	6	4	3	35	.....	50	69	50	30
38	35	45	28	18	68	56	2	6	3	3	10	14	31	52	33	10
39	70	25	19	2	62	44	10	6	8	1	2	8	24	50	34	8
40	53	48	35	.....	50	66	20	4	...	5	13	5	32	60	29	15
41	50	31	35	.....	29	86	1	3	8	2	8	3	14	87	7	8
42	31	24	25	.....	32	48	.....	1	2	1	13	3	16	41	10	13
43	99	56	55	21	51	166	14	2	31	3	20	1	20	166	35	10
44	39	40	54	20	68	74	11	10	11	2	25	14	15	67	56	15
45	33	41	21	5	66	29	5	2	5	1	10	8	26	38	30	6
46	50	61	40	6	103	27	27	9	1	1	13	10	42	55	41	19
47	68	47	27	....	48	92	2	13	10	5	8	12	21	48	43	30
48	12	24	10	4	28	19	3	3	3	....	4	7	5	39	3	3
49	27	40	42	.....	51	54	4	3	3	...	11	9	15	52	27	15
50	29	13	5	....	29	18	....	3	2	1	....	1	14	17	12	4
51	57	37	20	.....	106	7	1	2	2	....	4	5	24	56	28	6
52	29	75	42	.....	61	65	20	4	10	4	20	12	15	93	28	10
53	23	28	21	.....	33	29	10	4	2	5	5	5	17	27	17	11
54	19	21	14	... .	39	14	1	...	3	1	6	3	4	32	13	5
55	67	73	84	16	103	73	64	8	7	7	36	28	45	122	45	28
56	57	78	77	14	138	67	21	12	10	3	25	42	40	96	65	25
57	138	44	32	11	139	73	13	15	13	1		31	31	66	113	15

X.—TABLE K.—The

High Schools	Brick, stone or frame school house.	Size of playground.	Schools under U. Board.	Value of library.	Value of scientific apparatus.	Value of charts, maps and globes.	Gymnasium.	Value of gymnasium and appliances.	Museum.	Estimated value of museum.	Miscellaneous: Schools using authorized Scripture readings.	Schools opened and closed with prayer.	Schools using Bible.	Relig. inst'ct'n imparted.	Commencem't exercises.
				$	$	$		$		$					
58 Paris	B	4½	1	250	519	103	..	..	..	..	1	1	..	..	1
59 Parkhill	B	3	1	293	438	93	..	44	1	50	..	1	..	..	1
60 Pembroke	B	..	1	260	354	92	..	..	..	..	..	1	..	..	..
61 Petrolea	B	2½	..	367	359	35	..	..	..	..	1	1	..	..	1
62 Picton	B	2½	..	452	577	118	..	..	..	..	..	1	..	..	1
63 Port Arthur	B	..	..	57	288	48	..	..	1	20	..	1	..	..	1
64 Port Dover	B	1½	1	118	382	19	..	..	..	..	1	1	1	..	..
65 Port Elgin	B	1¼	..	300	333	43	1	360	..	..	..	1	1	..	1
66 Port Hope	B	1½	..	446	436	72	..	..	..	..	1	1	..	..	1
67 Port Perry	B	1	1	267	433	44	..	..	1	10	..	1	..	..	1
68 Port Rowan	B	3	1	87	165	14	..	8	..	..	1	1	..	..	1
69 Prescott	B	1½	1	329	439	109	..	29	..	..	..	1	..	..	1
70 Renfrew	B	2½	1	134	275	41	..	..	..	..	1	1	..	..	1
71 Richmond Hill	B	1½	1	..	300	40	..	..	..	..	1	1	..	..	1
72 Simcoe	B	6	1	266	645	98	..	14	..	..	1	1	1	..	1
73 Smith's Falls	B	..	1	474	495	68	..	20	..	..	..	1	..	..	1
74 Smithville	B	1	..	91	259	36	..	..	..	..	1	1	..	..	1
75 Stirling	B	..	1	165	262	33	..	..	..	..	..	1	1	..	..
76 Streetsville	B	..	..	199	165	54	..	..	1	25	1	1	1	..	..
77 Sydenham	S	1	..	332	282	17	..	..	..	..	..	1	..	..	..
78 Thorold	B	2½	..	239	293	67	..	..	..	..	..	1	1	..	1
79 Tilsonburg	B	2½	..	147	517	68	..	..	..	..	..	1	1	..	1
80 Toronto Junction	B	1	..	382	435	63	..	..	..	..	..	1	..	..	1
81 Treaton	B	1¼	1	328	364	78	..	..	..	..	1	1	..	..	1
82 Uxbridge	B	..	1	298	240	53	..	..	..	..	1	1	..	..	1
83 Vankleekhill	B	1¼	..	146	411	18	..	20	..	..	..	1	..	..	..
84 Vienna	B	5	1	249	359	105	1	550	..	20	1	1	..	1	1
85 Walkerton	B	1½	..	229	504	64	..	8	..	..	1	..	..	..	1
86 Wardsville	B	2	1	186	155	63	..	..	..	..	..	1	..	..	1
87 Waterdown	S	3	1	185	318	37	..	..	..	..	..	1	..	..	1
88 Waterford	B	2	..	317	436	47	..	..	..	..	1	1	1	..	1
89 Watford	B	2	..	328	329	101	..	18	..	..	..	..	..	..	1
90 Welland	B	1	..	110	344	18	..	..	..	..	..	1	1	..	1
91 Weston	B	1½	..	274	388	69	..	..	..	..	..	1	1	..	..
92 Wiarton	S	1½	..	304	212	45	..	..	..	..	..	1	1	..	1
93 Williamstown	B	¾	1	170	227	38	..	..	..	..	..	1	..	..	1
	B. S. F.	acres.													
1 Total, 1897	82 9 2	185	39	26,612	34,278	5,545	10	6,731	15	795	40	90	31	3	66
2 Total, 1896	82 9 2	176	41	26,460	32,252	5,207	10	6,665	14	678	41	92	33	3	64
3 Increase	..	9	..	142	2,026	338	..	66	1	117	..	..	..	..	2
4 Decrease	..	..	2	..	..	..	..	..	..	..	1	2	2	..	..
5 Percentage	88 10 2	..	42	..	..	..	11	..	16	..	43	93	32	..	67

High Schools.

Information.

	Number of pupils in				No. of pupils from municipalities composing the High School district.	From other municipalities within the county.	From other counties.	Who entered mercantile life.	Who became occupied with agriculture.	Who joined a learned profession.	Who became teachers.	Who left for other occupations.	Occupation of parents.			
	Form I.	Form II.	Form III.	Form IV.									Commercial.	Agricultural.	Mechanical.	Professional.
58	59	38	17	3	94	21	2	11	5	....	3	11	53	30	27	7
59	27	97	28	1	45	31	-	3	....	....	1	3	14	55	10	4
60	97	66	19	5	147	36	4	9	2	3	8	4	56	36	77	18
61	114	44	26	4	187	.	1	9	5	2	13	23	57	40	81	10
62	108	75	54	9	128	116	2	10	25	2	20	.. ....	65	110	45	26
63	43	26	13	2	59	25	....	8	2	1	9	10	20	26	31	7
64	35	28	12	....	43	30	2	...	...	...	3	.....	15	21	19	20
65	39	35	44	.....	63	54	1	9	2	1	17	3	23	44	37	14
66	101	34	43	26	108	98	.....	11	9	3	18	16	51	84	31	38
67	50	48	41	12	71	67	13	6	9	4	22	4	30	83	22	16
68	30	19	10	.....	26	31	2	4	3	....	4	13	16	28	11	4
69	50	37	14	2	76	26	1	2	4	2	4	3	30	26	41	6
70	45	72	37	7	91	62	8	4	3	1	13	11	40	78	34	9
71	28	28	23	1	19	61	...	1	5	3	8	....	10	49	17	4
72	96	60	50	18	104	117	3	30	31	4	25	15	60	80	64	20
73	76	46	41	3	112	24	30	9	5	..	16	16	21	44	92	9
74	30	35	9	.....	53	21	.....	....	10	2	3	8	3	57	10	4
75	20	27	17	5	30	39	....	3	3	1	9	6	7	36	15	11
76	38	35	12	.....	29	40	16	5	10	....	2	7	9	59	15	2
77	35	71	32	1	72	63	4	3	22	....	22	10	17	98	20	4
78	64	15	10	.....	75	11	3	6	4	1	..	6	30	21	24	14
79	44	47	23	.....	74	31	9	8	12	...	10	9	30	38	31	15
80	137	66	64	15	123	65	94	12	6	8	16	37	101	80	85	16
81	53	50	44	.....	110	24	13	13	6	2	15	1	55	34	33	25
82	54	44	28	6	63	64	5	4	12	....	15	17	23	81	21	7
83	63	42	53	12	68	80	22	3	...	....	19	....	32	100	35	3
84	21	19	9	....	43	1	5	4	2	....	5	10	5	36	5	3
85	62	51	71	17	95	99	7	16	28	6	31	9	46	107	31	17
86	8	16	16	.....	15	5	20	....	5	3	1	1	2	27	4	7
87	15	24	17	1	48	2	7	....	8	....	5	3	7	36	10	4
88	54	32	17	2	34	70	1	3	15	....	8	5	14	65	24	2
89	60	73	43	4	62	116	2	6	12	...	15	22	30	96	54	.....
90	90	48	14	10	76	84	2	8	....	2	.....	.....	53	54	40	15
91	19	31	11	.....	24	27	10	1	3	.. ..	4	2	5	33	10	13
92	22	42	22	4	77	6	7	4	2	3	3	8	19	16	49	6
93	58	26	21	.....	105	.....	.....	4	3	6	13	2	6	83	13	3
1	4,853	3,974	2,856	499	6,635	4,686	861	589	650	165	1070	893	2,542	5,655	2,969	1,016
2	5,077	4,152	2,681	443	6,584	4,756	1,013	617	708	215	994	707	2,693	5,561	3,067	1,032
3	.....	....	175	56	51	....	....	....	....	....	76	186	....	94	....	.....
4	224	178	.....	.....	.....	70	152	28	58	50	....	.....	151	.....	98	16
5	40	33	23	4	54	38	8	....	....	...	....	.. ...	21	46	24	9

XI —TABLE L.—The Protestant Separate Schools.

Statistics.	No. 5, Bromley.	No. 9, Cambridge.	No. 1, Marlboro'.	No. 2, Osgoode.	No. 6, Plantagenet North.	Puslinch.	Rama.	L'Orignal.	Penetanguishene.	Total.
Number of schools	1	1	1	1	1	1	1	1	1	9
Receipts:	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
Balances from 1896	187 61	.....	14 44	1 20	44 48	69 16	169 25	364 74	503 37	1,354 25
Government grants	11 50	4 65	2 53	8 11	6 00	14 75	52 17	54 25	141 76	295 72
Municipal "	.....	.....	.....	.....	.....	.....	.....	638 00	5 00	643 00
Trustees' school taxes	332 20	89 39	52 00	250 00	275 03	193 05	200 00	.....	1,493 53	2,885 20
Other sources	.....	.....	.....	.....	.....	50 00	173 75	.....	761 96	985 71
Total	531 31	94 04	68 97	259 31	325 51	326 96	595 17	1,056 99	2,910 62	6,168 88
Expenditure:										
Teachers' salaries	230 00	84 00	65 00	160 00	250 00	225 00	450 00	587 50	1,233 00	3,284 50
School sites and buildings	116 50	3 00	.....	.....	16 48	.....	.....	.....	433 65	569 63
Libraries, maps, etc	.....	.....	.....	.....	3 15	.....	.....	21 85	.....	25 00
Other expenses	29 12	6 19	3 97	13 87	28 69	26 01	66 54	95 56	826 45	1,096 40
Total	375 62	93 19	68 97	173 87	298 32	251 01	516 54	704 91	2,493 10	4,975 53
Balances on hand	155 69	85	.....	85 44	27 19	75 95	78 63	352 08	417 52	1,193 35
Teachers:										
Certificate	Female, III.	Female, III.	Female, Temp.	Female, Temp.	Female, II.	Female, III.	Male, III.	2 Female, 2 III.	1 Male II.	13 Teachers.
Salary	$230	$156	$150	$160	$250	$230	$350	$200	$500	2 Male.
								$200	3 Female,	11 Female.
									1 II, 2 III	3 II. C. C.
									$275	8 III. C. C.
									$275	2 Temp.
									$260	Av. sal,
										Male $425
										Female $212
Pupils:										
Total attending	34	19	15	18	20	24	111	70	232	543
Boys	21	11	7	9	12	14	57	30	116	277
Girls	13	8	8	9	8	10	54	40	116	266
Attending less than 20 days	10	8	4	1	3	3	10	2	10	51
20 to 50 "	5	2	2	4	2	4	11	5	18	53
51 to 100 "	6	3	7	7	6	4	32	12	57	134

101 to 150 "	7	6	2	5	4	6	23	28	43	124				
151 to 200 "	5			1	1	7	25	23	104	169				
201 " to year	1				1		10			12				
Average attendance	12	6	4	6	9	12	59	42	161	311				
No. in 1st Reader Part I.	5	5	9	3	4	5	27	20	50	128				
" " II.	5	3	4	6	3	3	17	2	42	85				
2nd Reader	8	5	1	2		5	16	13	43	93				
3rd "	8	3		3	5	4	23	13	31	90				
4th "	6	3	1	4	6	6	28	10	53	117				
5th "	2				2	1		12	13	30				
Writing	34	9	15	15	20	24	111	70	229	527				
Arithmetic	34	19	15	15	20	24	111	70	229	537				
Drawing	34	9	15	6	20	24	50	70	229	457				
Geography	24	10	6	9	20	19	51	50	179	368				
Music					20			70		90				
Grammar	16	12	2	4	20	19	51	50	163	337				
History	16	5	2	6	20	18	48	22	163	300				
School houses	F	L	L	F	F	F	F	B	B		2 B 5 F 2 L			
No. of maps	6	7	2	2	7	9	10	6	7	56				
No. of globes						1	1			2				

XII.—TABLE M.—Report on Truancy.

Cities.	No. of children otherwise employed during school hours.	No. of cases of truancy reported.	No. of complaints made before Police Magistrates or J. P's.	No. of convictions.	No. of children not attending any school.
Brantford			15	15	
Chatham		30	6		
Guelph	3	74	3	2	9
Hamilton	55	110	38	5	884
Stratford		68	2	2	
St. Catharines		110			
St. Thomas	5	14	6	6	
Toronto		1,056			
Towns.					
Almonte		26			40
Amherstburg		15			
Arnprior		4			
Aylmer		15			
Barrie		27			2
Blenheim		50			
Brampton		9			
Brockville		357	2		
Bridgeburg		4			
Collingwood		41			
Dundas		32	4		
Durham		9			
Deseronto		6			2
Forest		4			
Goderich		24	1	1	
Gore Bay			7		
Gravenhurst			8		
Ingersoll			6		
Lindsay	2	64	6	6	4
Listowel		31			
Leamington		2	1		2
Little Current		25			
Mattawa	3	16			16
Mount Forest		4			
Newmarket		4			
Niagara Falls	7	89	4	4	89
Orillia		57	2		
Oshawa		7			
Pembroke		2			
Peterborough		39	2		
Perth		10			
Prescott	6	4	1		
Paris		5	1	1	
Parry Sound	1	46	2		1

XII.—TABLE M.—Report on Truancy.

Towns.	No. of children otherwise employed during school hours.	No. of cases of truancy reported.	No. of complaints made before Police Magistrates or J. P's.	No. of convictions.	No. of children not attending any school.
Petrolea	4	150			5
Port Arthur		1			2
Ridgetown	4	3			4
Sarnia		74			
Seaforth		6			
Strathroy		3			
St. Mary's		1			
Tilsonburg			10	2	
Toronto Junction		8		1	
Trenton	20	27	7	3	15
Waterloo		4			
Walkerton		52	1	1	
Walkerville		1			
Wiarton		16			4
Woodstock			2		
Villages.					
Acton		6			
Ailsa Craig		9			
Bayfield		6			
Belle River		50			25
Campbellford		2			10
Delhi	25	10			
Dundalk		17			
Eganville		3			
Elora		40			
Exeter	4	6			2
Fenelon Falls	2	2			
Fort Erie		12			
Georgetown	1	75			
Glencoe	2	2			
Huntsville		19			
Iroquois	3	6			
London West	10	25	3		20
Markdale		1			7
Markham		3			
Port Dover		7			
Preston		50			
Stirling		8			
Tara		2			
Waterford		27			
Wellington		3			
Winchester		1			
Total	157	3,228	140	53	1,153

XIII.—TABLE N.—Report on Kindergartens.

Locality.	No. of Kindergartens.	No. of teachers.	No. of pupils attending.	Average attendance.
Brantford	3	8	298	119
Chatham	1	1	93	29
Guelph	1	1	163	88
Hamilton	13	21	1,280	521
Kingston	1	4	219	124
London	10	25	1,139	597
Ottawa	8	12	790	279
Stratford	3	3	255	92
Toronto	43	117	4,707	1,927
Aylmer	1	3	120	46
Berlin	1	5	261	153
Dundas	1	1	142	63
Galt	1	1	67	50
Ingersoll	1	2	103	42
Leamington	1	1	70	21
Niagara Falls	1	4	139	43
Peterborough	2	4	223	85
Tilsonburg	1	1	82	28
Toronto Junction	2	4	205	59
Waterloo	1	1	106	67
Campbellford	1	1	82	28
Hespeler	1	1	67	46
Preston	1	2	77	55
Total	105	223	10,693	4,362

XIV.—TABLE O.—Report on Night Schools.

Locality.	No. of Night Schools.	Teachers.	Pupils attending.	Average attendance.
No. 1 Mills.	1	1	24	15
Brantford	1	4	135	11
Hamilton	3	10	247	36
St. Catharines.....	1	2	35	11
Toronto	10	17	815	222
Windsor	1	2	110	16
Preston	1	1	40	6
Total	18	37	1,406	317

XV.—TABLE P.—A General Statistical Abstract, exhibiting the comparative state and progress of Education in Ontario, as connected with Public, Separate and High Schools (including Collegiate Institutes); also Normal College and Normal and Model Schools. From the year 1867 to 1897, compiled from Returns in the Education Department.

No.	Subjects compared.	1867.	1872.	1877.	1882.	1887.	1892.	1897.
1	Population	.....	1,620,851	.....	1,926,922	.....	2,114,321	.....
2	School population between the ages of five and sixteen years, up to 1884 (and five to twenty-one subsequently)	447,726	495,756	494,864	483,817	611,212	595,238	590,055
3	High Schools (including Collegiate Institutes)	102	104	104	104	112	128	130
4	Normal College and Normal and Model Schools	3	3	4	6	6	6	7
5	Total Public Schools in operation	4,261	4,490	4,953	5,013	5,277	5,577	5,659
6	Total Roman Catholic Separate Schools	161	171	185	190	229	312	340
7	Grand total of all schools in operation	4,527	4,768	5,248	5,313	5,624	6,023	6,136
8	Total pupils attending High Schools (including Collegiate Institutes)	5,696	7,968	9,229	12,348	17,459	22,837	24,390
9	Total students and pupils attending Normal College, Normal and Model Schools	800	800	900	1,059	1,204	1,270	1,492
10	Total pupils attending Public Schools	382,719	433,256	465,908	445,364	462,839	448,204	441,157
11	Total pupils attending Roman Catholic Separate Schools	18,924	21,466	24,952	26,148	30,373	37,466	41,620
12	Grand total, students and pupils attending High, Public, Separate, Normal College and Normal and Model Schools	408,139	463,430	500,989	484,919	511,875	509,777	508,6 9
13	Total amount paid for the salaries of Public and Separate School Teachers	1,093,516	1,371,594	2,038,099	2,144,448	2,458,540	2,752,628	2,886,061
14	Total amount paid for the erection and repair of Public and Separate School Houses, and for libraries and apparatus, books, fuel, stationery, etc	379,672	835,770	1,0 5,390	882,526	1,283,565	1,301,289	1,329,609
15	Grand total paid for Public and Separate School Teachers salaries, the erection and repair of school houses, and for libraries, apparatus, etc	1,473,188	2,207,364	3,073,489	3,026,974	3,742,10	4,053,917	4,215,670
16	Total amount paid for High School (including Collegiate Institutes) Teachers' salaries	94,820	141,812	211,607	253,864	327,452	470,828	532,837
17	Total amount paid for erection and repair of High School (including Collegiate Institutes) houses, maps, apparatus, prizes, fuel, books, etc	19,190	31,360	51,417	89,857	168,160	215,871	183,139
18	Amount paid for other educational purposes*	332,835	439,690	250 968	262,307	280,832	353,987	346,820
19	Grand total paid for educational purposes	1,920,023	2,820,226	3,587,481	3,633 00	4,518,549	5,094,603	5,278,166
20	Total Public and Separate School Teachers	4,890	5,476	6,468	6,857	7,594	8,480	9,128
21	Total male teachers	2,849	2,626	3,020	3,062	2,718	2,770	2,784
22	Total female teachers	2,041	2,850	3,448	3,795	4,876	5,710	6,344

* Colleges and Private Schools are included for 1867 and 1872.

APPENDIX B.—*PROCEEDINGS FOR THE YEAR 1898.*

1. *ORDERS IN COUNCIL.*

1. Madame J. E. Marier, Appointed Teacher in French in the Provincial Model School, Ottawa. Approved (25th February, 1898).

2. Retiring Allowance Granted to Mr I. M. Levan, late Vice-Principal of the Normal College. Approved (17th March, 1898)

3. Payment of Expenses in connection with Text Book Commission. Approved (24th March, 1898).

4 Payment of Expenses in connection with Text Book Commission. Approved (31st March, 1898).

5. Gratuities Granted to Retiring Members of the Ottawa Normal School Staff: Miss Mary G. Joyce, Mr. E B Cope, Mr. W. B. Workman, Mr. T. H. McGuirl. Approved (26th July, 1898).

6. Appointments to the Staff of the Ottawa Normal School: Mr. A. F. Newlands, Mr. T. A. Brown, Miss Alice E G. Wilson. Approved (20th August, 1898).

7. Grant to the Village of Woodbridge for Continuation Class Work. Approved (25th August, 1898).

8. Gratuity to Mr. T. Parr on Retiring from Toronto Normal and Model School Staff. Approved (30th Sept., 1898).

9. Payments on Account of Teachers' Institutes, to Boards of Separate School Trustees at Amherstburg, Walkerton and Toronto. Approved (5th November, 1898).

10. Gratuity Granted to Mr. Wm. Houston, M.A., on Retiring from the Public Service. Approved (28th December, 1898).

2. *MINUTES OF DEPARTMENT.*

1. Second Class Certificate of Mr. Thomas John Foy Cancelled. Approved (4th January, 1898).

2. Regulations Regarding Duties of Examiners. Approved (30th March, 1898).

3. Specialist Standing in Mathematics Granted to Miss Margaret Hutchinson, B A. Approved (5th April, 1898).

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4. County Board of Examiners Authorized to Grant Miss Maggie Fraser a Third Class Professional Certificate. A Full Junior Leaving Certificate to be Granted on Her passing Certain Subjects Approved (5th April, 1898).

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5. County Board of Examiners Authorized to Grant Miss Jennie A. McDonald and Miss Annie E Carter, Third Class Professional Certificates Full Junior Leaving Certificates to be Granted after Passing in Certain Subjects. Approved (11th May, 1898).

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6. Circular to Inspectors and High School Principals as to Modifications in the Revised Regulations. Approved (25th May, 1898).

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7. List of Public and High School Text Books. Approved (25th August, 1898).

III. *CIRCULARS FROM THE MINISTER.*

HIGH SCHOOL CADET CORPS.

Classes in Military Instruction.

In accordance with the provisions of section 10 of the High Schools Act, 1896, any High School or Collegiate Institute Board may establish classes in military instruction, and shall be entitled to an annual grant of $50, under conditions detailed in the above section, and regulations as to examination and inspection prescribed by the Education Department.

In order that the conditions and regulations for the establishment of companies of High School Cadets might be in harmony with the military tactics sanctioned by the Militia Department, the Minister of Education submitted draft regulations to the Minister of Militia for his consideration. After consultation with the High School Inspectors and officers of the Militia Department, the following regulations, which contain the conditions upon which the grant is to be paid, were approved :—

General.

1. High school cadet corps may be formed for instruction in military drill and training in the High Schools or Collegiate Institutes, but such corps shall on no account be employed in active service.

2 Application for permission to form a company shall be sent to the Minister of Education for Ontario for transmission to the Minister of Militia and Defence.

3. The following will be supplied to each company, free of charge, by the Department of Militia, on application through the Minister of Education :

(*a*) Breech loading rifles of the Snider-Enfield or other approved pattern with bayonet and scabbard complete.

(*b*) Accoutrements, consisting of a waist belt with ball-bag and bayonet frog.

4. The Board of Trustees shall make itself responsible by a written undertaking for the value of the arms and accoutrements to be entrusted to it, and shall return them in good order to the Department of Militia when required to do so.

5. The Board of Trustees shall provide a suitable room, fitted with lock-up arm racks, to be used as an armory, and shall satisfy the Department of Militia that the arms and accoutrements will receive proper care.

6. The company shall consist of not fewer than twenty-five young men, over sixteen years of age, actually attending the High School or Collegiate Institute.

7. On or before the first day of October, the Board of Trustees shall send to the Minister of Education, for transmission to the Department of Militia, a roll, signed by the then existing members of the company. On this roll shall be designated one suitable member of the company as captain, and two other suitable members as lieutenants. The Board of Trustees shall recommend from time to time other suitable persons to fill such vacancies as may occur in the list of officers, and shall maintain a company roll of not fewer than twenty-five members.

8. The Board of Trustees shall see that the members of its company are provided with a uniform forage cap, or other military head-dress, as may be preferred. If the rest of the uniform is provided, it may be composed of a scarlet, blue, grey, or rifle-green tunic or Norfolk jacket, with blue, black, grey or rifle-green trousers. The uniform, or any part thereof, provided, shall be subject to the approval of the Minister of Militia. Clothing of any pattern worn by cadets or soldiers in foreign countries will not be approved.

9. The company shall be instructed in the course contained in the sections of the authorized Infantry Drill and Rifle Exercises detailed below. This instruction shall form part of the regular course in the High School or Collegiate Institute, and suitable days and hours shall be specified therefor in the regular time table of the school. Regular attention and proper discipline shall be enforced by the principal of the school.

10. The Board of Trustees shall permit the inspection and examination of the arms and accoutrements, and of the cadet company, at any time, by any officer who may be detailed for that duty by the Minister of Militia.

Qualification of Instructors.

11. The instructor of each cadet company shall be a regular member of the High School or Collegiate Institute staff, holding at least either a second class B military school certificate or a High School cadet instructor's certificate.

Course of Instruction.

12. The course of instruction to be taken up by each company of the Ontario High School Cadet Corps shall be as follows :

Infantry Drill, 1896 :—

Part I. Squad Drill, sec. 1 to 45. Physical Drill, with arms, 16, 1st, 2nd, 3rd and 4th, practices by numbers and judging the time. Extended order, sec. 47 to 57.

Part II. Company Drill, sec. 58 to 75.

Part IX. Ceremonial, sec. 181 to 183.

Rifle Exercises:—

Manual Firing and Bayonet Exercises for Canadian Militia, 1894. Manual Exercise for Short Rifle, page 23, Parts I., II. and III.

Inspection and Examination of Companies.

13. In May or June of each year, an officer, detailed for this duty by the Minister of Militia, shall examine and inspect each company and its arms and accoutrements, and shall report the result to the Adjutant-General of Militia. On the report of the Minister of Militia to the Minister of Education for Ontario, that such inspection and examination have been satisfactory, the Minister of Education shall pay the sum of $50 for the current year to the Board of Trustees concerned.

High School Cadet Instructor's Certificates.

In order to afford High School Teachers an opportunity of qualifying themselves to act as instructors of cadet companies, a special course of instruction will be provided in Toronto next July and August, lasting about one month. Details as to dates and other arrangements will be supplied by the Education Department on or about the first of May next. Teachers attending will be drilled by instructors from No. 2 Regimental Depot. At the close of the course, teachers in attendance, and such other teachers as may present themselves, will be examined by an officer of the Department. Each successful candidate will be granted a special certificate to be called "High School Cadet Instructor's Certificate."

The course of instruction for the certificate shall be as follows:

Infantry Drill, 1896:—

Definitions as far as Tactics.

Part I. Squad drill, sec. 1 to 45. Physical drill, with arms, 16 1st, 2nd, 3rd and 4th, practices of numbers and judging the time. Extended order, sec. 47 to 57.

Part II. Company Drill, sec. 58 to 75.

Part IX. Ceremonial, sec. 181 to 183.

Rifle Exercises:—

Manual Firing and Bayonet Exercise for the Canadian Militia, 1894, Parts I., II. and III.

Candidates at the examination will be required not only to show themselves proficient in the different exercises prescribed above, but also to be able to instruct a company or squad thereon.

TO PUBLIC SCHOOL INSPECTORS.

My attention has been drawn to certain printed note books called "New School Helps," advertised for use in the Public Schools of the Province. The injurious effects of such "Helps" in the proper study and teaching of the school curriculum must be apparent to every well-trained teacher. It has been the settled policy of the Education Department to insist that no books, except those on the authorized list, can be used as text books in the school, and the use of the "New School Helps" or other "Summaries," instead of the authorized text books, is a clear violation of the statute and the regulations. You are hereby instructed to make immediate inquiry, regarding the use of the "Helps" above referred to, or other "Notes" or "Summaries" which may be substituted for the text books, and to withhold the grants in all cases where the law is violated.

Toronto, January, 1898.

SPECIALISTS' CERTIFICATES.

Information for Candidates.

Non-Professional Qualifications.

The Regulation dealing with the requirements is No. 51 of the Revised Regulations which were adopted in 1896. That Regulation reads as follows :

Any person who obtains an Honor Degree in the department of English and History, Moderns and History, Classics, Mathematics, or Science as specified in the calendars of any University of Ontario and accepted by the Education Department, shall be entitled to the non-professional standing of a specialist in such department. A graduate who has not taken an Honor Degree in one of the above courses shall be entitled to the non-professional standing of a specialist on submitting to the Department of Education a certificate from the Registrar of the University that he has passed, subsequent to graduation, the examinations prescribed for each year of the Honor course of the department for which he seeks to be recognized as a specialist, and which he has not already passed in his undergraduate course; or any examination which is recommended by the University as equivalent thereto and accepted as such by the Education Department.

Hereafter all candidates for non-professional standing of specialists must submit to the Education Department a certificate from the Registrar of the University showing that they have complied with the requirements agreed to by the Education Department and the University concerned. All enquiries regarding the courses accepted should be addressed to the University.

Professional Qualifications.

Every candidate for the professional examination must hold the necessary non-professional standing before writing at the examination at the Normal College for a specialist's certificate. The holder of an Assistant High School Teacher's Certificate who has the necessary non-professional standing is not required to attend the Normal College, but may write on the paper in "Methods" only. This paper may be taken at Hamilton or at any other place in the Province if the candidate makes arrangements with the Public School Inspector to preside. The Department must be informed of such arrangement at least one month before the examination.

Commercial Specialists.

Regulation 52. Any person who passes an examination in the subjects set forth in Schedule C—course for Commercial Specialists (each subject to be valued at 100), and who is the holder of a High School Assistants' Certificate obtained either before or after passing such examination, shall be entitled to a Commercial Specialist's Certificate.

Schedule C.

Bookkeeping.—Single and Double entry bookkeeping; wholesale and retail merchandising, commission business, manufacturing; warehousing, steamboating, exchange, joint stock companies, municipalities, societies and public institutions; statements and balance sheets, partnership adjustments, liquidation and administration of estates, auditing, filing papers, and the use of special columns and the various other expedients in bookkeeping to save time and labor and secure accuracy of work.

Note.—In 1895 it was announced in Circular 2, that after 1896 and 1897 the temporary provisions for obtaining the non-professional standing for specialists would cease in 1897, and that an honor degree, as defined in the Regulations, would after that year be required. In accordance with that intimation the following provision was made in October, 1896 :

As stated in the previous announcements to candidates, after 1897 an honor degree as defined in Circular 2, will be the only non-professional standing accepted for specialists in the departments therein mentioned. Candidates who apply under the temporary provisions of the circular referred to should remember that they must make good their claims in 1896 or 1897, if such claims can be considered.

Penmanship.—Theory and practice of penmanship, Spencerian and vertical; ledger headings; marking and engrossing.

Commercial Arithmetic.—Interest, discount, annuities, certain sinking funds, formation of interest and annuity tables, application of logarithms, stock and investments, partnership settlements, partial payments, equation of payments and exchange.

Banking.—Money and its substitutes; exchange; incorporation and organization of banks; business of banks, their relation to each other and to the business community; the clearing house system; legal requirements as to capital, shares, reserves, dividends, note issue; insolvency and consequent liability.

Business Forms.—Invoices, accounts, statements, due bills, orders, receipts, warehouse receipts, deposit receipts, deposit slips, bank pass books, promissory notes, bills of exchange, bank drafts, cheques, bonds, debentures, coupons, instalment scrips, stock certificates, stock transfers, proxies, letters of credit, affidavits, balance sheets, pay sheets, time sheets and special forms of general bookkeeping, books to suit special cases.

Law of Business.—Contracts; statue of limitations; negotiable paper and endorsements; sales of personal property; accounts, invoices, statement, etc.; chattel mortgages; real estate and mortgages; interest; agency; partnership; corporations; guarantee and suretyship; receipts and releases; insurances; master and servant; landlord and tenant; bailment; shipping and transportation; host and guest; telegraphs; auctions; patents; copyrights; trade marks and industrial designs: affidavits and declarations; subjects and aliens; wills, and joint stock companies.

Stenography.—The principles of Stenography; writing from dictation at a speed of sixty words per minute, and accurate transcription into longhand at a speed of twelve words per minute; the dictated matter to comprise business correspondence or legal documents.

Drawing.—Object and Model Drawing; Perspective and Geometrical Drawing.

The examination in Drawing will be on the papers used at the Art School examinations in Primary and Advanced Geometry and Perspective and in Model, Memory and Blackboard Drawing.

For the rest of the course the examinations will be held in July and application with the fee of $5 should be sent to the Public School Inspector not later than the 24th of May.*

INSTRUCTIONS TO PUBLIC AND SEPARATE SCHOOL INSPECTORS RESPECTING DIPLOMAS FOR SCHOOL PREMISES.

1. In order to secure greater attention to the requirements of the School Act and Regulations with regard to school houses and their equipment, and also to the improvement of the school premises, the Education Department proposes to issue a diploma annually to every Public and Separate School that complies *fully* with the conditions of Regulations 1 to 9 inclusive (Public School Act, 1896) respecting Public Schools. The diploma will be beautifully lithographed and suitable for framing, and Trustees are requested to have it framed and hung up in the school room.

2. In order to determine whether any Public or Separate School is entitled to a diploma, the Inspector should consider the following: (*a*) *site*—healthfulness of situation, area, grading, drainage; (*b*) *fences*, gates, walls, woodshed; (*c*) *closets*—position, size,

* Books of reference recommended by the examiners:

The Canadian Accountant. By Beatty and Johnson.
Expert Bookkeeping. By C. A. Fleming, Owen Sound.
The Theory of Finance. By Geo. King. C. & E. Layton, Farringdon St., London, E.C.
Money and the Mechanism of Exchange. By W. S. Jevons. The Humboldt Publishing Co. New York.
Banking Act of 1890. The Carswell Co., Adelaide St., Toronto, Ont.
The Laws of Business. By C. A. Fleming.
Expert Bookkeeping. By C. A. Fleming.
Complete Phonographic Instructor. By Sir I. Pitman.

construction, screens, approaches and walks, cleanliness, regularity of disinfection; (*d*) *water supply*—abundance, convenience, purity; (*e*) *school yard*—tidiness, shade trees, flower beds; (*f*) *school house*—state of repair, air space, floor space, cloak rooms, porches; (*g*) *lighting*—position and size of windows, movability of sashes, blinds; (*h*) *heating and ventilation*—flues for constant circulation of air when too cold to open windows, screen on stove, if any, thermometer; (*i*) *furniture*—desks and seats for pupils and teacher, sanitary construction and suitability of size, means of preserving globes, maps, etc.; (*j*) *equipment*—sufficiency and quality of blackboard, brushes, pointers, chalk, maps and charts, globe, dictionary, clock; (*k*) *cleanliness and adornment*—porches, floors, walls, ledges, windows, ceiling, furniture, pictures, tablets, plants and other adornments; (*l*) *special*—encyclopædia, library, bell in belfry, lunch room, gymnasium or playroom, etc.

3. The Inspector shall make the examination for granting a diploma at one of his regular visits, and where possible in the presence of one of the Trustees and teacher. He shall report to the Minister of Education on or before the 1st of August each year such schools as are in his opinion entitled to a diploma.

4. Inspectors are requested to notify the Trustees of their intention to report upon the matters referred to in this circular, and to assist in enforcing the regulations of the Department already quoted. The school room and grounds of every Public and Separate School should be such object lessons of neatness, taste and cleanliness as would exert a permanent influence upon the habits and character of all who come in contact with them day by day.

PUBLIC AND SEPARATE SCHOOL INSPECTORS.

Since the abolition of the office of Local Superintendent and the appointment of Public School Inspectors, under the Act of 1871, the Public and Separate Schools of Ontario have made substantial progress, both as to school accommodation and the efficiency of the teachers. Much of this improvement may be credited to the fidelity and ability of the inspectors so appointed.

Among the varied duties assigned to inspectors by the Act of 1871 was that of addressing the ratepayers of every school section on such educational matters as in their opinion would be most helpful in maintaining the efficiency of the school, improving its surroundings or deepening the general interest in popular education. During the last ten years, however, the practice of delivering lectures has fallen into disuse, and the inspector now devotes nearly all his time to an examination of the pupils and the correspondence and routine of his office.

While no doubt it is the primary duty of the inspector to inspect, it is, nevertheless, apparent under our democratic system of government that educational progress depends upon an educated public opinion, and while it is desirable that an inspector should see that every Public School is properly conducted, and every child thoroughly instructed, it is, nevertheless, of much consequence to the progress of education in Ontario that those who support the Public and Separate Schools should be consulted at every seasonable opportunity. In order to accomplish this it is proposed that the inspector should deliver at least one lecture a year in every school section, commencing with the opening of the schools after the summer vacation. Without entering into details as to how this can be best carried out, I would briefly say that notice should be given through the school of the time at which such meeting is to be held, and that a special invitation be given to the trustees to be present. The lecture might be given ordinarily at half past three o'clock in the afternoon and, under exceptional circumstances, in the smaller towns in the evening.

A few of the matters requiring immediate attention in many rural schools, particularly, are the following:—

1. The sanitary condition of the school premises. There should be no mincing of words in dealing with this matter. In far too many cases the premises and outbuildings are in a bad condition, and should be improved without delay.

2. Although Arbor Day has been established for thirteen years, many rural school grounds are not planted as they should be with shade trees.

3. The water supply is still defective in too many instances.

4. The provision for sweeping the school room and washing the floors regularly is still inadequate in many sections.

5. Steps should be taken for making the school room attractive by pictures or other decorations.

6. The truancy law should be better enforced.

7. The teachers' services are not adequately appreciated.

8. Trustees should be encouraged to establish small libraries. A brief talk on the value of reading to boys and girls ten years old and upwards would be very useful

9. But few schools have yet erected a flag staff or provided themselves with the national flag. This need only be mentioned in many cases at a public meeting in order to have it attended to.

10. The attention of children in rural schools should be more strongly directed to the importance of agriculture and the advantage of a better knowledge of the chemistry of soils, the growth of plants, the protection of insectivorous birds, etc.

In the brief enumeration above given I do not by any means exhaust the various topics that might be discussed, but merely mention a few which should occupy your early attention and which I am sure you could discuss in a manner most acceptable and profitable to those who might attend the meeting. In order to assist trustees, you might suggest the appointment of a committee on the internal decoration of the school room. A committee might also be appointed for aiding the teacher in making Arbor Day effective in the planting of the grounds. No matter how zealous the teacher may be there is sometimes a difficulty, particularly in the case of female teachers, in getting the needed manual assistance. A small committee of young men of the section would overcome this difficulty and would also tend to excite an interest in the improvement of the homes as well as the school grounds.

I am aware that the Inspector's time is much occupied with travelling from school to school and with the necessary correspondence of his office. The inspection of the pupils is also laborious and exhausting; still it is to be remembered that there are incidental sources of education just as valuable to the pupil as preparation for the examination or the recitation of lessons assigned by the teacher. I am confident that the atmosphere of the school room is sufficiently academic and intense for all intellectual purposes. I am not so sure, however, that the public opinion outside the school has been cultivated as sedulously as the minds of the pupils. The inspector must not regard himself as a detective officer for discovering the faults of teachers or trustees, although in that respect he has duties to discharge. He is in a larger sense an educator of that public opinion, without which good school houses are impossible and trained teachers a matter of no consequence. I believe the academic and tutorial work of the inspectors is well done. I greatly fear that from a want of contact with the ratepayers, however, their power as leaders in the improvement of our school system is not as strongly felt as it should be.

The written report on the condition of the school should be sent to the trustees as usual, in order that they might have a definite statement of the condition of each school.

Toronto, June, 1898.

HIGH SCHOOL CADET CORPS.

Classes for Instructors.

In order to afford High School Teachers and others an opportunity of qualifying themselves to act as Instructors of Cadet Companies, arrangements have been made with the Department of Militia for having two special courses of instruction given in Toronto during the summer vacation. The first course will begin the 4th of July, and the

second course, should there be candidates to attend, the 4th of August. It is intended to provide daily instruction for five days in the week, during the hours from 9 30 a.m. to 12 30 p.m., and from 2 p.m. to 4 p.m. As the names and addresses are to be submitted by this Department one week previous to the above dates, application should be sent to the undersigned without delay.

Toronto, June, 1898.

DEPARTMENTAL REGULATIONS.

(Approved August, 1898.)

Text-books Authorized for Use in Public Schools, High Schools and Training Schools.

1. The text-books named in Schedule "A" shall be the authorized text-books for Public Schools. Pupils taking any optional subject in the Public School course may use the text-book authorized in such optional subject. The text-books in French and German are authorized only for schools where the French or German language prevails, and where the Trustees, with the approval of the Inspector, require French or German to be taught in addition to English Text-books marked "optional" shall be introduced into the Public Schools only by resolution of the Board of Trustees.

2. The text-books named in Schedule "B" shall be the only authorized text-books in High Schools and Collegiate Institutes for the course of study prescribed in Form I., II. and III. At the option of the Principal and the High School Board, books authorized for use in the Public Schools may be used in Form I.

3. The text-books named in Schedule "C" shall be the authorized text-books for Model Schools, Normal Schools and the Ontario Normal College.

4. The text-books in Schedule "D" used in any school on the 1st July, 1898, and recommended by resolution of the Trustees to be continued in use, shall be deemed as authorized in such schools until further notice.

5. For religious instruction, either the Sacred Scriptures or the Scripture Readings adopted by the Education Department shall be used as prescribed by the Regulations of the Education Department.

6. After December 31st, 1898, the authorized price of the text-books marked with an asterisk shall be as follows: Public School Geography, 60 cents: First Latin Book, 75 cents; Primary Latin Book, 75 cents; High School Bookkeeping, 60 cents.

Public Schools. (Schedule A.)

First Reader, Part I	$0 10
First Reader, Part II	0 15
Second Reader	0 20
Third Reader	0 30
Fourth Reader	0 40
High School Reader	0 50
Public School Arithmetic	0 25
Public School Algebra and Euclid	0 25
*Public School Geography	0 75
Public School Grammar	0 25
Public School History of England and Canada	0 30
History of the Dominion of Canada, Clement (for Fifth Form)	0 50
Public School Drawing Course—each number	0 05
Public School Physiology and Temperance	0 25
Public School Writing Course	0 07
Public School Speller—Gage (optional)	0 30
Public School Agriculture (optional)	0 25
Public School Domestic Science (optional)	0 50

French-English Readers.

First Reader, Part I	$0 10
First Reader, Part II	0 15
Second Reader	0 25
Third Reader	0 35

German-English Readers.

Ahn's First German Book	$0 25
Ahn's Second German Book	0 45
Ahn's Third German Book	0 45
Ahn's Fourth German Book	0 50
Ahn's First German Reader	0 50

HIGH SCHOOLS AND COLLEGIATE INSTITUTES. (SCHEDULE B.)

English.

High School Reader	$0 50
High School English Grammar	0 75
High School English Composition	0 50
High School Composition from Models	0 75

History and Geography.

High School Geography	$1 00
High School History of England and Canada	0 65
High School History of Greece and Rome	0 75
History of the Dominion of Canada, Clement	0 50

Mathematics.

High School Arithmetic	$0 60
High School Algebra	0 75
Elements of Algebra, McLellan	0 75
High School Euclid (Books I., II., III., 50 cents)	0 75

Classics.

*First Latin Book	$1 00
*Primary Latin Book	1 00
High School Beginner's Greek Book	1 50

Moderns.

High School French Grammar	$0 75
High School French Reader	0 50
High School German Grammar	0 75
High School German Reader	0 50

Science.

High School Physical Science, Part I., 50 cents; Part II	$0 75
High School Botanical Note Book, Part I., 50 cents; Part II	0 60
High School Botany, Part II	0 60
High School Chemistry	0 50

Bookkeeping and Drawing.

*High School Bookkeeping	$0 65
Authorized Bookkeeping Exercises and Blank Book	0 25
High School Drawing Course, each number	0 10

Cadet Drill.

High School Cadet Drill (optional)	$0 40

TRAINING SCHOOLS. (SCHEDULE C.)

County Model Schools.

School Management, Millar	$1 00
School Management, Baldwin (Canadian edition)	0 75
Public School Physiology and Temperance	0 25
Psychology Applied to Teaching, Baldwin	1 50
Public School Agriculture (new edition)	0 25
Steps in the Phonic System	0 50

Normal Schools.

Outline Study of Man, Hopkins	$1 25
Lectures on Teaching, Fitch	1 00
School Management, Millar	1 00
School Management, Baldwin	0 75
Educational Reformers, Quick	1 50
Applied Psychology, McLellan	1 00
First Year at School, Sinclair	0 50
High School Cadet Drill Manual	0 40
Hints on Teaching Arithmetic, McLean	0 50
Public School Domestic Science	0 50

Ontario Normal College.

Applied Psychology, McLellan	$1 00
Education, Spencer	0 50
School Management, Millar	1 00
School Management, Landon	1 50
Educational Reformers, Quick	1 50
High School Cadet Drill Manual	0 40
Physical Culture, Houghton	0 50
Physical Education, McLaren, Part II, sections II. and III.	2 00

(SCHEDULE D.)

Green's Short History of the English People	$1 50
Jeffers' History of Canada (Primer)	0 30
Public School Music Reader	0 40
High School Music Reader	0 75
Public School Agriculture (old edition)	0 40
Fasquelles-Sykes' Lessons in French	0 75

TEACHERS' READING COURSE FOR 1899. (SCHEDULE E.)

Froebel's Educational Laws for all Teachers (Hughes)	$1 50
Principles and Practice of Teaching (Johonnot)	1 50
La Salle (Parkman)	1 50

Candidates for admission to the Normal Schools in August, 1899, and in January, 1900, will be examined on the books in the Teachers' Reading Course as above.

TO PUBLIC SCHOOL INSPECTORS.

DEAR SIR,—In framing Regulation 87, as found in the Revised Regulations of 1896, the object was to meet the different conditions of various parts of the Province. In a few inspectorates, some difficulty was experienced in securing a sufficient number of properly qualified teachers, while in other localities the number of teachers appeared to be in excess of the demand. It is desirable that all successful teachers, having Junior

Leaving standing, should be encouraged to obtain Second Class certificates. It is found that in many counties the supply of teachers has warranted the Board of Examiners in refusing to grant Renewals of any kind, while in other places Renewals have been granted only to those holding Junior Leaving standing, and who have proved themselves successful teachers.

As an outcome of this action, the number of applicants for admission to the Normal Schools is greater than can at present be accommodated. Under these circumstances, the County Board might fairly consider the propriety of granting a Renewal, under Regulation 87, to teachers holding expired Third Class certificates, who have the necessary Junior Leaving standing, provided evidence is given that they were unable, on application, to gain admission into either Normal School. This would protect them against the consequences of a condition in which they may find themselves, from no fault on their part.

Toronto, August, 1898.

MEMORANDUM.—COUNTY MODEL SCHOOLS.

Directions to Boards of Examiners.

1. The attention of Boards is directed to the provisions of Regulations (57-65) and to the information in the Model School Calendar.

2. If a Primary, Junior Leaving, or Senior Leaving Certificate is not presented, Regulations (45.49) will show the certificates that give equivalent standing. It will be understood that a Form I., a Commercial or a District Certificate, is accepted in lieu of a Public School Leaving Certificate and that a Form II. Certificate or a Primary Certificate granted in 1896 covers a Part I. of Form II. Certificate.

3. It should be understood that County Boards of Examiners are not allowed to award Third-class Certificates to candidates who do not make the higher percentage required by Regulation 63. A District Certificate shall not be granted under this section of the Regulations unless there is a scarcity of teachers, and until the consent of the Department has been first obtained

4. Renewals (Regulation 87) are now limited to the County and cannot be endorsed for another County. It is presumed that each Board will consider the interests of the schools in the County. If Renewals are granted, the grounds in each case should be stated. The Renewals granted will include any certificates "extended" as provided for in the same Regulation.

5. It is recommended that a Renewal be granted, if requested, in the case of any certificate expired when the candidate made application to attend the Normal School, but was informed that no more students could be admitted on account of lack of accommodation.

6. It will be the duty of the Board (Regulation 59) to grant no certificate to a candidate who will not be 18 years of age before the first of January next.

7. Answer papers with the Model School Principal's report are to be retained by the Board. The former may be destroyed after the first of March following.

8. The Board is requested to fill out the Official Report with all details asked for, and to forward it to the Education Department *not later than* the 31st of December.

Toronto, October, 1898.

TO INSPECTORS AND HIGH SCHOOL PRINCIPALS.

In Circular 50, dated the 20th of May, 1898, the modifications to be made for 1898-9 in the Revised Regulations were duly announced. From communications received at this Department, the wish is expressed to have settled at an early date the course of study, and the requirements for examinations for the next academic year. In dealing with the matter, I think it very desirable to have no changes made except such as are warranted by the temporary provisions already announced.

My attention has been drawn to the desirability of combining the examinations of Form I. and Part I. of Form II. of the High Schools, so as to have only two instead of three examinations held for Junior Leaving standing. It has also been suggested that the same question papers in some subjects, at least might be used for the Public School Leaving examination.

Under the Present Regulations, candidates for Junior Leaving standing must take Physics as one of the subjects of Part I. of Form II. For Matriculation, however, candidates are permitted by the University Curriculum to take Physics with the subjects of the Second Part of Matriculation. It has been urged that similar latitude should be allowed Junior Leaving candidates.

In dealing with any modifications to be made it is well to keep in view the conditions of the different schools, and the aims of all classes of pupils. It is especially desirable to consider :—

(1) The importance of so directing the course of study that students, who are not likely to become teachers or to enter a profession, and whose attainments will probably not extend, should they enter a High School, beyond the work of Form II., may confine their attention to subjects best suited for the ordinary purposes of life.

(2) The necessity of meeting the conditions of pupils, who have passed the High School Entrance examination, and who are attending (*a*) rural schools, (*b*) graded Public Schools in towns and villages where there are no High Schools, or (*c*) High Schools and Collegiate Institutes.

As I am anxious that the conditions of the various High and Public Schools should be fairly considered, and that the interests of pupils of all classes may be carefully guarded, I shall be pleased to learn your views regarding the points here submitted, together with any other expression of opinion respecting changes in the Regulations which you resire to have made.

Kindly reply before January 10th, 1899.

Toronto, December, 1898.

APPORTIONMENT OF THE LEGISLATIVE PUBLIC SCHOOL GRANT FOR 1898.

The apportionment of the Grant to the several municipalities is based upon the latest Returns of Population for the year 1897, and the division between the Public and Separate Schools on the average attendance of that year, as reported by the Inspectors, Public School Boards, and Separate School Trustees respectively.

While the Separate Schools will receive their portion of the Grant direct from the Department, that of the Public Schools will be paid according to this Schedule, through their respective County, City, Town, and Village Treasurers.

The grant formerly made by County Councils as the equivalent of the Government grant has been dispensed with. The original intention of this grant was that it should be levied by uniform rate over the whole county. In practice, however, it was found in almost every case to be levied on the township, and thus as a matter of fact, was a township rather than a county grant. Under the School Act of 1896 township councils are authorized to levy the sum of $50 for each school, in addition to the sum of $100 which they were authorized to raise under the Act of 1891. As the sum formerly levied by the county amounted to over $30 per school, the increased contribution made by the township is less than $20 in excess of what it formerly was. As the law now stands, every township council is required to raise $150 for every school in the township. In the case of schools with an assistant teacher, $100 additional is required for such teacher.

Toronto, May, 1898.

Public School Apportionment to Counties for 1898.

1. COUNTY OF BRANT.

Municipalities.	*Apportionments.*
Brantford	$621 00
Burford	555 00
Dumfries, South	331 00
Oakland	94 00
Onondaga	145 00
Total	$1 746 00

2. COUNTY OF BRUCE.

Albemarle	$169 00
Amabel	408 00
Arran	322 00
Brant	475 00
Bruce	348 00
Carrick	372 00
Culross	251 00
Eastnor	196 00
Elderslie	316 00
Greenock	281 00
Huron	230 00
Kincardine	378 00
Kinloss	309 00
Lindsay and St. Edmunds	88 00
Saugeen	188 00
Total	$4,331 00

3. COUNTY OF CARLETON.

Fitzroy	$303 00
Gloucester	520 00
Goulburn	322 00
Gower, North	245 00
Huntley	271 00
March	102 00
Marlborough	194 00
Nepean	477 00
Osgoode	526 00
Torbolton	120 00
Total	$3,080 00

4. COUNTY OF DUFFERIN.

Amaranth	$396 00
Garafraxa, East	255 00
Luther, East	205 00
Melancthon	445 00
Mono	414 00
Mulmur	381 00
Total	$2,096 00

5. COUNTY OF ELGIN.

Aldborough	$597 00
Bayham	428 00
Dorchester, South	185 00

COUNTY OF ELGIN.

Municipalities.	*Apportionment.*
Dunwich	$365 00
Malahide	446 00
Southwold	499 00
Yarmouth	598 00
Total	$3,118 00

6. COUNTY OF ESSEX.

Anderdon	$183 00
Colchester, North	158 00
" South	312 00
Gosfield, North	205 00
" South	267 00
Maidstone	310 00
Malden	135 00
Mersea	470 00
Pelee Island	77 00
Rochester	290 00
Sandwich, East	197 00
" West	263 00
" South	203 00
Tilbury, North	272 00
" West	226 00
Total	$3,568 00

7. COUNTY OF FRONTENAC.

Barrie	$ 81 00
Bedford	170 00
Clarendon and Miller	100 00
Hinchinbrooke	161 00
Howe Island	....
Kennebec	154 00
Kingston	341 00
Loughborough	167 00
Olden	130 00
Oso	132 00
Palmerston and Canonto	123 00
Pittsburg	269 00
Portland	255 00
Storrington	240 00
Wolfe Island	131 00
Total	$2,454 00

8. COUNTY OF GREY.

Artemesia	$499 00
Bentinck	537 00
Collingwood	433 00
Derby	242 00
Egremont	399 00
Euphrasia	399 00
Glenelg	292 00
Holland	414 00
Keppel	436 00

PUBLIC SCHOOL IN SECTION NO. 3, BARTON.

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES FOR 1898.

COUNTY OF GREY.

Municipalities.	*Apportionment.*
Normanby	532 00
Osprey	406 00
Proton	374 00
Sarawak	184 00
St. Vincent	362 00
Sullivan	458 00
Sydenham	436 00
Total	$6,403 00

9. COUNTY OF HALDIMAND.

Canborough	$123 00
Cayuga, North	199 00
" South	102 00
Dunn	110 00
Moulton	216 00
Oneida	187 00
Rainham	200 00
Seneca	245 00
Sherbrooke	50 00
Walpole	387 00
Total	$1,819 00

10. COUNTY OF HALIBURTON.

Anson and Hindon	$ 33 00
Cardiff	73 00
Dunley, Dysart, Harcourt, Harburn, Guilford	125 00
Glamorgan	65 09
Livingstone	6 00
Lutterworth	57 00
McClintock	7 00
Minden	151 00
Monmouth	65 00
Nightingale	1 00
Sherbourne	18 00
Snowdon	100 00
Stanhope	54 00
Total	$755 00

11. COUNTY OF HALTON.

Esquesing	$463 00
Nassagaweya	300 00
Nelson	365 00
Trafalgar	437 00
Total	$1,565 00

Municipalities.	*Apportionment.*
12. COUNTY OF HASTINGS.	
Carlow	$ 73 00
Dungannon	99 00
Elzevir and Grimsthorpe	146 00
Faraday	108 00
Hungerford	432 00
Huntingdon	295 00
McClure, Wicklow and Bangor	104 00
Herschel and Monteagle	224 00
Madoc	309 00
Marmora and Lake	240 00
Mayo	62 00
Rawdon	420 00
Sidney	486 00
Thurlow	577 00
Tudor and Cashel	100 00
Limerick	60 00
Wollaston	85 00
Tyendinaga	391 00
Total	$4,211 00
13. COUNTY OF HURON.	
Ashfield	$365 00
Colborne	225 00
Goderich	308 00
Grey	437 00
Hay	426 00
Howick	531 00
Hullett	341 00
McKillop	329 00
Morris	368 00
Stanley	272 00
Stephen	460 00
Tuckersmith	320 00
Turnberry	289 00
Usborne	295 00
Wawanosh, East	232 00
" West	241 00
Total	$5,439 00
14. COUNTY OF KENT.	
Camden	$314 00
Chatham	653 00
Dover	498 00
Harwich	517 00
Howard	419 00
Orford	322 00
Raleigh	472 00
Romney	220 00
Tilbury, East	380 00
Zone	158 00
Total	$3,953 00

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES FOR 1898.

15. COUNTY OF LAMBTON.

Municipalities.	*Apportionment.*
Bosanquet	$310 00
Brooke	454 00
Dawn	408 00
Enniskillen	643 00
Euphemia	271 00
Moore	567 00
Plympton	424 00
Sarnia	265 00
Sombra	396 00
Warwick	443 00
Total	$4,181 00

16. COUNTY OF LANARK.

Bathurst	$303 00
Beckwith	209 00
Burgess, North	48 00
Dalhousie and Sherbrooke, North	229 00
Darling	87 00
Drummond	242 00
Elmsley, North	127 00
Lanark	213 00
Lavant	68 00
Montague	254 00
Pakenham	199 00
Ramsay	276 00
Sherbrooke, South	112 00
Total	$2,367 00

17. COUNTY OF LEEDS.

Bastard and Burgess, South	$347 00
Crosby, North	145 00
" South	208 00
Elizabethtown	485 00
Elmsley, South	101 00
Kitley	244 00
Leeds and Lansdowne, Front	353 00
" " Rear	270 00
Yonge and Escott, Rear	133 00
Yonge, Front and Escott	298 00
Total	$2,584 00

17 (*a*). COUNTY OF GRENVILLE.

Augusta	$476 00
Edwardsburg	430 00
Gower, South	94 00
Oxford, Rideau	362 00
Wolford	227 00
Total	$1,589 00

18. COUNTY OF LENNOX AND ADDINGTON.

Municipalities.	*Apportionment.*
Adolphustown	$ 64 00
Amherst Island	108 00
Anglesea, Effingham and Kaladar	153 00
Camden, East	507 00
Denbigh, Abinger and Ashley	120 00
Ernestown	375 00
Fredericksburg, North	175 00
" South	128 00
Richmond	272 00
Sheffield	224 00
Total	$2,126 00

19. COUNTY OF LINCOLN.

Caistor	$231 00
Clinton	239 00
Gainsborough	281 00
Grantham	226 00
Grimsby, North	137 00
" South	174 00
Louth	202 00
Niagara	216 00
Total	$1,706 00

20. COUNTY OF MIDDLESEX.

Adelaide	$269 00
Biddulph	247 00
Caradoc	480 00
Delaware	190 00
Dorchester, North	441 00
Ekfrid	338 00
Lobo	336 00
London	1,073 00
McGillivray	366 00
Metcalfe	194 00
Mosa	340 00
Nissouri, West	314 00
Westminster	562 00
Williams, East	180 00
" West	183 00
Total	$5,513 00

21. COUNTY OF NORFOLK.

Charlotteville	$423 00
Houghton	244 00
Middleton	323 30
Townsend	434 00
Walsingham, North	276 00
" South	247 00
Windham	451 00
Woodhouse	253 00
Total	$2,651 00

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES FOR 1898.

22. COUNTY OF NORTHUMBERLAND.

Municipalities.	*Apportionment.*
Alnwick	$134 00
Brighton	313 00
Cramahe	317 00
Haldimand	454 00
Hamilton	515 00
Monaghan, South	116 00
Murray	365 00
Percy	373 00
Seymour	360 00
Total	$2,947 00

22(*a*). COUNTY OF DURHAM.

Cartwright	$2 3 00
Cavan	328 00
Clarke	526 00
Darlington	533 00
Hope	424 00
Manvers	3 6 00
Total	$2,400 00

23. COUNTY OF ONTARIO.

Brock	$454 00
Mara (including arrears)	490 00
Pickering	673 00
Rama	165 00
Reach	466 00
Scott	278 00
Scugog Island	66 00
Thorah	192 00
Uxbridge	346 00
Whitby, East	316 00
Whitby	275 00
Total	$3,721 00

24. COUNTY OF OXFORD.

Blandford	$207 00
Blenheim	575 00
Dereham	416 00
Nissouri, East	338 00
Norwich, North	268 00
" South	305 00
Oxford, North	158 00
" East	244 00
" West	254 00
Zorra, East	474 00
" West	323 00
Total	$3,562 00

25. COUNTY OF PEEL.

Municipalities.	*Apportionment.*
Albion	$323 00
Caledon	528 00
Chinguacousy	509 00
Gore of Toronto	114 00
Toronto	618 00
Total	$2,0 2 00

26. COUNTY OF PERTH.

Blanchard	$337 00
Downie	316 00
Easthope, North	269 00
" South	236 00
Ellice	372 00
Ema	458 00
Fullarton	274 00
Hibbert	254 00
Logan	347 00
Mornington	325 00
Wallace	343 00
Total	$3,531 00

27. COUNTY OF PETERBOROUGH.

Anstruther	$ 31 00
Asphodel	205 00
Belmont	208 00
Burleigh	53 00
Cavendish	18 00
Chandos	99 00
Douro	252 00
Dummer	249 00
Ennismore	100 00
Galway	111 00
Harvey	123 00
Methuen	29 00
Monaghan, North	137 00
Otonabee	412 00
Smith	344 00
Total	$2,371 00

28. COUNTY OF PRESCOTT.

Alfred	$ 40 00
Caledonia	129 00
Hawkesbury, East	305 00
" West	325 00
Longueuil	68 00
Plantagenet, North	464 00
" South	258 00
Total	$1,589

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES FOR 1898.

28 (*a*). COUNTY OF RUSSELL.

Municipalities.	*Apportionment.*
Cambridge	$190 00
Clarence	198 00
Cumberland	312 00
Russell	186 00
Total	$886 00

29. COUNTY OF PRINCE EDWARD.

Ameliasburg	$322 00
Athol	143 00
Hallowell	384 00
Hillier	204 00
Marysburg, North	141 00
" South	158 00
Sophiasburg	246 00
Total	$1,598 00

30. COUNTY OF RENFREW.

Admaston	$255 00
Algona, South	108 00
Alice and Fraser	230 00
Bagot and Blithfield	174 00
Brougham	58 00
Bromley	187 00
Brudenell and Lynedoch	164 00
Grattan	237 00
Griffith and Matawatchan	68 00
Hagarty, Jones, Sherwood, Richards and Burns	259 00
Head, Clara and Maria	62 00
Horton	182 00
McNab	432 00
Pembroke	84 00
Petewawa	114 00
Radcliffe and Raglan	119 00
Rolph, Wylie, McKay, Buchanan	113 00
Ross	338 00
Sebastopol	89 00
Stafford	105 00
Westmeath	403 00
Wilberforce and Algona, North	280 00
Total	$4,061 00

31. COUNTY OF SIMCOE.

Adjala	$234 00
Essa	495 00
Flos	455 00
Gwillimbury, West	298 00
Innisfil	484 00
Matchedash	53 00

COUNTY OF SIMCOE.

Municipalities.	*Apportionment.*
Medonte	443 00
Nottawasaga	669 00
Orillia	457 00
Oro	503 00
Sunnidale	289 00
Tay	479 00
Tiny	352 00
Tecumseth	440 00
Tossorontio	186 00
Vespra	342 00
Total	$6,179 00

32. COUNTY OF STORMONT.

Cornwall	$538 00
Finch	336 00
Osnabruck	575 00
Roxborough	437 00
Total	$1,886 00

32 (*a*). COUNTY OF DUNDAS.

Matilda	$457 00
Mountain	348 00
Williamsburg	470 00
Winchester	402 00
Total	$1,677 00

32 (*b*). COUNTY OF GLENGARRY.

Charlottenburg	$576 00
Kenyon	476 00
Lancaster	409 00
Lochiel	446 00
Total	$1,907 00

33. COUNTY OF VICTORIA.

Bexley	$ 99 00
Carden	90 00
Dalton	62 00
Eldon	387 00
Emily	255 00
Fenelon	297 00
Laxton, Digby and Longford	99 00
Mariposa	449 00
Ops	298 00
Somerville	231 00
Verulam	233 00
Total	$2,500 00

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES FOR 1898.

34. COUNTY OF WATERLOO.

Municipalities.	*Apportionment.*
Dumfries, North	$266 00
Waterloo	818 00
Wellesley	464 00
Wilmot	604 00
Woolwich	518 00
Total	$2,670 00

35. COUNTY OF WELLAND.

Bertie	$364 00
Crowland	128 00
Humberstone	320 00
Pelham	288 00
Stamford	256 00
Thorold	216 00
Wainfleet	346 00
Willoughby	119 00
Total	$2,037 00

36. COUNTY OF WELLINGTON.

Arthur	$322 00
Eramosa	327 00
Erin	405 00
Garafraxa, West	342 00
Guelph	277 00
Luther, West	265 00
Maryborough	378 00
Minto	383 00
Nichol	208 00
Peel	461 00
Pilkington	177 00
Puslinch	422 00
Total	$3,967 00

37. COUNTY OF WENTWORTH.

Municipalities.	*Apportionment.*
Ancaster	$486 00
Barton	430 00
Beverly	509 00
Binbrook	179 00
Flamborough, East	318 00
" West	343 00
Glanford	197 00
Saltfleet	363 00
Total	$2,825 00

38. COUNTY OF YORK.

Etobicoke	$416 00
Georgina	202 00
Gwillimbury, East	419 00
" North	171 00
King	639 00
Markham	640 00
Scarborough	466 00
Vaughan	543 00
Whitchurch	460 00
York	969 00
Total	$4,925 00

39. DISTRICTS.

Algoma, Muskoka, Nipissing, Parry Sound	Including separate schools, but not towns and villages named in this list.	$35,000 00
Total		$35,000 00

APPORTIONMENT TO ROMAN CATHOLIC SEPARATE SCHOOLS FOR 1898 PAYABLE THROUGH THIS DEPARTMENT.

School Sections.		*Apportionment.*
Adjala	10	$20 00
Alfred	3	18 00
"	6	23 00
"	7 (with 8, Plantagenet, South)	14 00
"	7	23 00
"	8	41 00
"	9	30 00
"	10	79 00
"	11	21 00
"	12	34 00
"	13	29 00
"	14	21 00
"	15	7 00
Admaston	4	25 00
Anderdon	2, 5 and 8	32 00
"	3 and 4	15 00
Arthur	6	37 00
"	10	27 00
Ashfield	2	51 00
Asphodel	4	21 00
Augusta	15	26 00
Biddulph	6	23 00
"	9 (with 1 McGillivray)	8 00
Bonfield, 1A, 1B, 2, 4 (District of Nipissing)		....
Brant (with 3 Greenock)	2	8 00

APPORTIONMENT TO ROMAN CATHOLIC SEPARATE SCHOOLS FOR 1898 PAYABLE THROUGH THIS DEPARTMENT.

School Sections.		*Apportionment.*
Brighton	1 (15)	8 00
Bromley	4	22 00
"	6	25 00
Brougham	1	11 00
Burgess, North	2	30 00
"	4	19 00
"	6	9 00
Caledonia	3, 4 and 10	16 00
"	6 (with 7 Plantagenet, S.)	10 00
"	12	48 00
Cambridge	3	24 00
"	4	24 00
"	5	27 00
"	6 to be app'td.	
"	6 and 7	51 00
Carrick	1	45 00
" (with 1 Culross)	1	70 00
Carrick	2	14 00
" (with 2 Culross)	2	14 00
"	4 to be app'td.	
"	14	101 00
Charlottenburg	15	30 00
Clarence	5	66 00
"	6	50 00
"	8	43 00
"	11	27 00
"	12	21 00
"	13	22 00
"	14	30 00
"	16	16 00
"	19	16 00
"	20	19 00
"	21	22 00
Cornwall	1	21 00
"	16	55 00
Crosby, North	4	64 00
"	7	3 00
Culross (with 1 Carrick)	1	67 00
" " 2 "	2	20 00
Cumberland	10	17 00
"	11	10 00
"	13	22 00
"	14	39 00
Downie	9	31 00
Edwardsburg	2	21 00
Ellice	7	16 00
Ferris	3 (District of Nipissing)	
"	4 "	
Finch	5	38 00
Flamborough, West	2	13 00
Greenock	3 (with 2 Brant)	60 00
Glenelg	5	16 00
"	7	33 00
Gloucester	1 (with 3 Osgoode)	8 00
"	4, 5 and 12	7 00
"	14	32 00
"	15	62 00
"	20	20 00
"	22	16 00
Gloucester	25	65 00
"	26	24 00
Griffith, etc	3 to be app'td.	
Hagarty	4	37 00
Haldimand	2	18 00
"	14	10 00
"	21	8 00
Harwich	9	30 00
Hawkesbury, East	2	63 00
"	4	13 00
"	6	22 00
"	7	89 00
"	10	49 00
"	11	21 00
"	12	19 00
"	15	17 00
"	16	7 00
Hay	1	40 00
Hibbert	(1) 3	18 00
Howe Island	1	26 00
"	2	40 00
"	3	36 00
Holland, etc	3	12 00
Hullett	2	10 00
Keewatin	1 (see District of Algoma)	
Kingston	8	24 00
Lancaster	14	29 00
Lochiel	12A	26 00
"	12B	65 00
Longueuil, West	2	20 00
"	4A	17 00
"	7	21 00
Loughboro'	2	13 00
"	10	18 00
Maidstone	1	44 00
"	4 (with 2 Rochester)	13 00
Malden	3A	27 00
"	3B	24 00
Mara (including arrears)	3	102 00
March	3	36 00
Marmora and Lake	1	14 00
Matawatchan	3	19 00
Moore	3, 4 and 5	10 00
Mornington	4	34 00
McGillivray	1 (with 9 Biddulph)	7 00
McKillop	1	21 00
Nepean	7	44 00
"	15	63 00
Nichol	1	28 00
Normanby	5	16 00
"	10	8 00
Osgoode	1	23 00
"	2 (15)	15 00
"	3 (with 1 Gloucester)	10 00
Papineau	1 (see District of Nipissing)	
"	2B " "	
Peel	8	3 00
"	12	23 00
Percy	5	6 00

APPORTIONMENT TO ROMAN CATHOLIC SEPARATE SCHOOLS FOR 1898, PAYABLE THROUGH THIS DEPARTMENT.

School Sections.		*Apportionment.*
Percy	12 (with 12 Seymour)	6 00
Plantagenet, North	4	20 00
" "	7	18 00
" "	8	27 00
" "	9	25 00
" "	12	18 00
" South	4 to be app'td.	
" "	7	35 00
" "	7 (with 6 Caledonia)	9 00
" "	8	31 00
" "	8 (with 7 Alfred)	12 00
Proton	6	22 00
Raleigh	4	15 00
"	5	25 00
"	6	28 00
Richmond	10 and 17	17 00
Rochester	2 (with 4 Maidstone)	27 00
Roxboro'	12	56 00
"	16	34 00
Russell	1	16 00
"	4	5 00
"	6	72 00
"	7	22 00
"	8	38 00
Sandwich, East	1	91 00
" "	2	31 00
" West	6 and 9	26 00
Seymour	12 (with 12 Percy)	7 00
Sheffield	5	28 00
Sombra	5	34 00
Stafford	2	24 00
Stephen	6	33 00
Springer	1 (see District of Nipissing)	
"	2 " "	
Sydenham	7	5 00
Tiny	2	117 00
Toronto Gore	6	16 00
Tyendinaga	18	22 00
"	20	22 00
"	24	20 00
"	28	13 00
"	30	13 00
Vespra	7	10 00
Waterloo	13	64 00
Wawanosh, West	1	23 00
Wellesley	5	19 00
"	9 and 10	29 00
"	11	93 00
"	12	9 00
Westminster	13	15 00
Widdifield	2 (see District of Nipissing)	
Williams, West	10	29 00
Wilmot	15½	64 00
Winchester	22 (with 1 Russell)	18 00
Windham	8	55 00
Wolfe Island	1	8 00
"	2	14 00
"	4	29 00
Woolwich	10	27 00
Yonge and Escott R.	4	13 00
York	1	33 00
Total		$5,393 00

APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1898.

Cities.	Public Schools.	Separate Schools.	Total.
	$ c.	$ c.	$ c.
Belleville	1,037 00	249 00	1,286 00
Brantford	1,785 00	223 00	2,008 00
Chatham	922 00	165 00	1,087 00
Guelph	1,056 00	272 00	1,328 00
Hamilton	5,231 00	954 00	6,185 00
Kingston	1,759 00	468 00	2,227 00
London	3,905 00	575 00	4,480 00
Ottawa	3,317 00	3,327 00	6,644 00
St. Catharines	1,019 00	236 00	1,255 00
St. Thomas	1,238 00	125 00	1,363 00
Stratford	1,085 00	231 00	1,316 00
Toronto	19,829 00	2,824 00	22,653 00
Windsor	1,474 00	.....	1,474 00
Total	43,657 00	9,649 00	53,306 00
Towns.			
Alliston	227 00	.....	227 00
Almonte	272 00	104 00	376 00
Amherstburg	131 00	135 00	266 00
Arnprior	286 00	177 00	463 00
Aurora	188 00	.....	188 00
Aylmer	268 00	.....	268 00
Barrie	671 00	139 00	810 00
Berlin	853 00	220 00	1,073 00
Blenheim	189 00	.....	189 00
Bothwell	136 00	.....	136 00
Bowmanville	360 00	.....	360 00
Bracebridge	247 00	.....	247 00
Brampton	363 00	.....	363 00
Bridgeburg	179 00	.....	179 00
Brockville	841 00	251 00	1,092 00
Carleton Place	531 00	.....	531 00
Clinton	316 00	.....	316 00
Cobourg	371 00	128 00	499 00
Collingwood	661 00	.....	661 00
Cornwall	339 00	444 00	783 00
Deseronto	393 00	.....	393 00
Dresden	216 00	.....	216 00
Dundas	372 00	122 00	494 00
Durham	159 00	.....	159 00
Essex	187 00	.....	187 00
Forest	193 00	.....	193 00
Fort William	196 00	.....	196 00
Galt	866 00	58 00	924 00
Gananoque	440 00	.....	440 00
Goderich	421 00	44 00	465 00
Gore Bay	78 00	.....	78 00
Gravenhurst	229 00	.....	229 00
Harriston	216 00	.....	216 00
Ingersoll	472 00	76 00	548 00
Kincardine	288 00	.....	288 00
Leamington	309 00	.....	309 00
Lindsay	620 00	214 00	834 00
Listowel	310 00	.....	310 00
Little Current	117 00	.....	117 00
Mattawa	62 00	149 00	211 00
Meaford	230 00	.....	230 00
Midland	296 00	.....	296 00
Mitchell	273 00	.....	273 00
Milton	147 00	.....	147 00
Mount Forest	291 00	.....	291 00

Towns.	Public Schools.	Separate Schools.	Total.
	$ c.	$ c.	$ c.
Napanee	384 00		384 00
Newmarket	228 00	34 00	262 00
Niagara	147 00		147 00
Niagara Falls	423 00	116 00	539 00
North Bay	170 00	90 00	260 00
North Toronto	199 00		199 00
Oakville	196 00	23 00	219 00
Orangeville	457 00		457 00
Orillia	494 00	111 00	605 00
Oshawa	456 00	47 00	503 00
Owen Sound	897 00	67 00	964 00
Palmerston	247 00		247 00
Parkhill	145 00	30 00	175 00
Paris	343 00	29 00	372 00
Parry Sound	168 00		168 00
Pembroke	349 00	266 00	615 00
Penetanguishene	302 00		302 00
Perth	304 00	101 00	405 00
Peterborough	952 00	402 00	1,354 00
Petrolea	565 00		565 00
Picton	414 00	31 00	445 00
Port Arthur	273 00	99 00	372 00
Port Hope	561 00		561 00
Prescott	228 00	127 00	355 00
Rat Portage	199 00	81 00	280 00
Renfrew	213 00	165 00	378 00
Ridgetown	278 00		278 00
Sandwich	168 00		168 00
Sarnia	695 00	80 00	775 00
Sault Ste. Marie	356 00	57 00	413 00
Seaforth	297 00		297 00
Simcoe	349 00		349 00
Smith's Falls	529 00		529 00
Stayner	158 00		158 00
Sturgeon Falls	41 00	94 00	135 00
St. Mary's	380 00	41 00	421 00
Strathroy	378 00		378 00
Sudbury	95 00	93 00	188 00
Thessalon	68 00		68 00
Thornbury	91 00		91 00
Thorold	196 00	77 00	273 00
Tilsonburg	274 00		274 00
Toronto Junction	587 00		587 00
Trenton	355 00	168 00	523 00
Uxbridge	229 00		229 00
Vankleekhill	166 00	134 00	300 00
Walkerton	272 00	91 00	363 00
Walkervillle	137 00		137 00
Wallaceburg	309 00	48 00	357 00
Waterloo	348 00	54 00	402 00
Welland	226 00		226 00
Whitby	282 00	34 00	316 00
Wiarton	260 00		260 00
Wingham	263 00		263 00
Woodstock	1,093 00		1,093 00
Totals	33,004 00	5,051 00	38,055 00
Incorporated Villages.			
Acton	157 00		157 00
Ailsa Craig	79 00		79 00
Alexandria	41 00	150 00	191 00
Alvinston	124 00		124 00
Arkona	62 00		62 00
Arthur	107 00	63 00	170 00

Incorporated Villages.	Public Schools.	Separate Schools.	Total.
	$ c.	$ c.	$ c.
Athens	120 00		120 00
Ayr	115 00		115 00
Ashburnham	210 00		210 00
Bath	51 00		51 00
Bayfield	83 00		83 00
Beamsville	101 00		101 00
Beaverton	103 00		103 00
Beeton	80 00		80 00
Belle River	66 00		66 00
Blyth	116 00		116 00
Bobcaygeon	112 00		112 00
Bolton	78 00		78 00
Bradford	115 00		115 00
Brighton	170 00		170 00
Brussels	146 00		146 00
Burk's Falls	83 00		83 00
Burlington	162 00		162 00
Caledonia	116 00		116 00
Campbellford	269 00		269 00
Cannington	144 00		144 00
Cardinal	112 00		112 00
Casselman	19 00	97 00	116 00
Cayuga	138 00		138 00
Chesley	214 00		214 00
Chesterville	87 00		87 00
Chippawa	63 00		63 00
Clifford	78 00		78 00
Colborne	134 00		134 00
Creemore	83 00		83 00
Delhi	99 00		99 00
Drayton	112 00		112 00
Dundalk	78 00		78 00
Dunnville	235 00		235 00
Dutton	94 00		94 00
East Toronto	168 00		168 00
Eganville	70 00	61 00	131 00
Elmira	135 00		135 00
Elora	135 00	22 00	157 00
Embro	75 00		75 00
Erin	62 00		62 00
Exeter	221 00		221 00
Fenelon Falls	154 00		154 00
Fergus	177 00	12 00	189 00
Fort Erie	120 00		120 00
Garden Island	39 00		39 00
Georgetown	184 00		184 00
Glencoe	130 00		130 00
Grand Valley	96 00		96 00
Grimsby	106 00		106 00
Hagersville	119 00		119 00
Hastings	55 00	38 00	93 00
Havelock	110 00		110 00
Hawkesbury	53 00	210 00	263 00
Hensall	111 00		111 00
Hespeler	254 00		254 00
Hintonburg	112 00	114 00	226 00
Holland Landing	51 00		51 00
Huntsville	154 00		154 00
Iroquois	133 00		133 00
Kemptville	165 00		165 00
Kingsville	165 00		165 00
Lakefield	144 00		144 00
Lanark	108 00		108 00
Lancaster	89 00		89 00
L'Orignal	125 00	23 00	148 00
London, West	242 00		242 00
Lucan	99 00		99 00

Incorporated Villages.	Public Schools.	Separate Schools.	Total.
	$ c.	$ c.	$ c.
Lucknow	183 00		183 00
Madoc	143 00		143 00
Markdale	96 00		96 00
Markham	128 00		128 00
Maxville	83 00		83 00
Merrickville	128 00		128 00
Merritton	164 00	43 00	207 00
Millbrook	125 00		125 00
Milverton	71 00		71 00
Morrisburg	214 00		214 00
Newboro'	54 00		54 00
Newburgh	79 00		79 00
Newbury	51 00		51 00
Newcastle	76 00		76 00
New Hamburg	158 00		158 00
Niagara Falls, South	174 00		174 00
Norwich	149 00		149 00
Norwood	135 00		135 00
Oil Springs	125 00		125 00
Omemee	69 00		69 00
Ottawa, East	111 00		111 00
Paisley	136 00		136 00
Point Edward	167 00		167 00
Portsmouth	51 00	36 00	87 00
Port Carling	34 00		34 00
Port Colborne	115 00	21 00	136 00
Port Dalhousie	89 00	26 00	115 00
Port Dover	134 00		134 00
Port Elgin	174 00		174 00
Port Perry	185 00		185 00
Port Rowan	74 00		74 00
Port Stanley	74 00		74 00
Preston	221 00	48 00	269 00
Richmond	45 00		45 00
Richmond Hill	80 00		80 00
Rockland	26 00	135 00	161 00
Shelburne	173 00		173 00
Southampton	191 00		191 00
Springfield	56 00		56 00
Stirling	98 00		98 00
Stouffville	156 00		156 00
Streetsville	74 00		74 00
Sundridge	45 00		45 00
Sutton	77 00		77 00
Tara	80 00		80 00
Teeswater	127 00		127 00
Thamesville	110 00		110 00
Thedford	73 00		73 00
Tilbury	75 00	50 00	125 00
Tiverton	62 00		62 00
Tottenham	63 00		63 00
Tweed	79 00	28 00	107 00
Vienna	45 00		45 00
Wardsville	39 00		39 00
Waterdown	308 00		308 00
Waterford	129 00		129 00
Watford	169 00		169 00
Wellington	73 00		73 00
Weston	116 00	17 00	133 00
Winchester	123 00		123 00
Woodbridge	82 00		82 00
Woodville	66 00		66 00
Wyoming	105 00		105 00
Wroxeter	57 00		57 00
Total	15,689 00	1,194 00	16,883 00

SUMMARY OF APPORTIONMENT FOR 1898.

Counties.	Public Schools.	Separate Schools.	Total
	$ c.	$ c.	$ c.
1 Brant	1,746 00		1,746 00
2 Bruce	4,331 00	399 00	4,730 00
3 Carleton	3,080 00	425 00	3,505 00
4 Dufferin	2,096 00		2,096 00
5 Elgin	3,118 00		3,118 00
6 Essex	3,568 00	330 00	3,898 00
7 Frontenac	2,454 00	208 00	2,662 00
8 Grey	6,403 00	112 00	6,515 00
9 Haldimand	1,819 00		1,819 00
10 Haliburton	755 00		755 00
11 Halton	1,565 00		1,565 00
12 Hastings	4,211 00	104 00	4,315 00
13 Huron	5,439 00	178 00	5,617 00
14 Kent	3,953 00	98 00	4,051 00
15 Lambton	4,181 00	44 00	4,225 00
16 Lanark	2,367 00	58 00	2,425 00
17 Leeds and Grenville	4,173 00	127 00	4,300 00
18 Lennox and Addington	2,126 00	45 00	2,171 00
19 Lincoln	1,706 00		1,706 00
20 Middlesex	5,513 00	82 00	5,595 00
21 Norfolk	2,651 00	55 00	2,706 00
22 Northumberland and Durham	5,347 00	63 00	5,410 00
23 Ontario	3,721 00	102 00	3,823 00
24 Oxford	3,562 00		3,562 00
25 Peel	2,092 00	16 00	2,108 00
26 Perth	3,531 00	99 00	3,630 00
27 Peterborough	2,371 00	21 00	2,392 00
28 Prescott and Russell	2,367 00	1,676 00	4,043 00
29 Prince Edward	1,598 00		1,598 00
30 Renfrew	4,061 00	163 00	4,224 00
31 Simcoe	6,179 00	147 00	6,326 00
32 Stormont, Dundas and Glengarry	5,470 00	372 00	5,842 00
33 Victoria	2,500 00		2,500 00
34 Waterloo	2,670 00	305 00	2,975 00
35 Welland	2,037 00		2,037 00
36 Wellington	3,967 00	118 00	4,085 00
37 Wentworth	2,825 00	13 00	2,838 00
38 York	4,925 00	33 00	4,958 00
Total	126,478 00	5,393 00	131,871 00
39 Districts— (a) Algoma, (b) Muskoka, (c) Nipissing, (d) Parry Sound — Exclusive of the towns and villages which appear in the general list.	35,000 00	Separate schools included in P. S. grant.	35,000 00
Total	35,000 00		35,000 00

Grand Totals.

Counties	126,478 00	5,393 00	131,871 00
Cities	43,657 00	9,649 00	53,306 00
Towns	33,004 00	5,051 00	38,055 00
Villages	15,689 00	1,194 00	16,883 00
Districts	35,000 00		35,000 00
Totals	253,828 00	21,287 00	275,115 00

APPENDIX C.—*ONTARIO NORMAL COLLEGE, PROVINCIAL NORMAL AND MODEL SCHOOLS.*

1. *ONTARIO NORMAL COLLEGE.*

1. *Staff of Ontario Normal College, 1898.*

J. A McLellan, M.A., LL.D., Professor of Psychology and History of Education, Principal.

R. A. Thompson, B.A., Lecturer on School Management, Vice-Principal.

J. T. Crawford, B.A., Lecturer on Methods in Mathematics.

W. M. Logan, M.A., Lecturer on Methods in Classics.

F. F. Macpherson, B.A., Lecturer on Methods in Literature and Composition.

S. A. Morgan, B.A., B. Paed., Lecturer on Methods in English Grammar and Rhetoric.

A. Paterson, M.A., Lecturer on Methods in History and Geography.

E. S. Hogarth, B.A., Lecturer on Methods in Modern Languages.

J. B. Turner, B.A., Lecturer on Methods in Chemistry, Botany and Zoology.

J. Gill, B.A., Lecturer on Methods in Physics.

F. F. Macpherson, B.A., Lecturer on Reading and Elocution.

J B. Turner, B.A., Lecturer on School Hygiene and Sanitation.

2. *Students in Ontario Normal College, 1898.*

	Admitted.	
	Male.	Female.
Session 1898	86	90
Total	.....	.....

II. *PROVINCIAL NORMAL AND MODEL SCHOOLS.*

1. Toronto Normal School.

1. *Staff of Toronto Normal School, 1898.*

Thomas Kirkland, M.A.....Principal.
Wm. Scott, B.A.....Vice-Principal.
A. C. Casselman.....Drawing Master, and in Model School.
S. H. Preston.....Music " "
Eugene Masson.....French Teacher.

2. *Students in Toronto Normal School, 1898.*

	Admitted.	
	Male.	Female.
First Session	19	108
Second Session	32	97
Total	51	205

2. Ottawa Normal School.

1. *Staff of Ottawa Normal School, 1898.*

John A. MacCabe, M.A., LL.D	Principal.
S. B. Sinclair, B.A	Vice-Principal.
A. F. Newlands	Drawing Master, and in Model School.
T. A. Brown	Music " "
J. Fleury	French Teacher.

2. *Students in Ottawa Normal School, 1898.*

	Admitted.	
	Male.	Female.
First Session	21	85
Second Session	28	68
Total	49	153

3. Toronto Model School.

1. *Staff of Toronto Model School, 1898.*

Angus McIntosh	Head Master, Boys' Model School.
R. W. Murray	First Assistant "
Thomas M. Porter	Second " "
Miss Jeannie Wood	Third " "
" H. B. Mills, B.A	Fourth " "
" Margaret T. Scott	Head Mistress, Girls' Model School.
" May K. Caulfeild	First Assistant "
" M. Meehan	Second " "
" Alice Stuart	Third " "
" Sarah M. Ross	Fourth " "

Miss Mary E. Macintyre	Kindergarten Teacher.
" Ellen Cody	Assistant "
" W. Mackenzie	Instructor in Calisthenics.
" L. H. Montizambert	" Domestic Science.

2. *Number of Pupils, 1898.*

Boys, 258	Girls, 250	Total, 508
Kindergarten		Total, 53

4. Ottawa Model School.

1. *Staff of Ottawa Model School, 1898.*

Edwin D. Parlow	Head Master, Boys' Model School.
J. H. Putman	First Assistant "
J. F. Sullivan	Second " "
Miss H. S. Williams	Third " "
" Adeline Shenick	Head Mistress, Girls' Model School
" A. E. G. Wilson	First Assistant "
" M. E. Butterworth	Second " "
" Florence Hanington	Third " "
" Eliza Bolton	Kindergarten Teacher.
" A. E. Paisley	Teacher of Physical Culture.

2 *Number of Pupils, 1898.*

Boys, 144	Girls, 101	Total, 245
Kindergarten		Total, 52

APPENDIX D.—*INSPECTION OF SCHOOLS, 1897.*

I. Public Schools.

I. *List of Inspectors.*

Name.	Jurisdiction.	Post Office.	*Salary.
			$ c.
M. J. Kelly, M. D., LL.B.	Brant; City of Brantford, Town of Paris	Brantford	1,058 00
W. S. Clendening	Bruce, East; Towns of Walkerton, Wiarton, Villages of Chesley, Paisley, Tara	Walkerton	1,331 25
Alexander Campbell	Bruce, West; Town of Kincardine, Villages of Lucknow, Port Elgin, Southampton, Teeswater, Tiverton	Kincardine	1,390 00
Robert H. Cowley	Carleton; Villages of Hintonburg, Ottawa East, Richmond	Ottawa	1 620 00
Nathaniel Gordon	Dufferin; Town of Orangeville, Village of Shelburne	Orangeville	1,100 00
Arthur Brown	Dundas; Villages of Chesterville, Iroquois, Morrisburg, Winchester	Morrisburg	1,040 00
W. E. Tilley, M. A., Ph.D.	Durham; Towns of Bowmanville, Port Hope, Villages of Millbrook, Newcastle	Bowmanville	1,540 00
Welbern Atkin	Elgin; Town of Aylmer, Villages of Dutton, Port Stanley, Springfield, Vienna	St. Thomas	1,540 00
Theo. Girardot	Essex, North (No. 1); Town of Sandwich, Village of Belle River	Sandwich	1,000 00
D. A. Maxwell, B.A., LL.B., Ph.D.	Essex, South (No. 2); City of Windsor, Towns of Amherstburg, Essex, Leamington, Walkerville, Village of Kingsville	Windsor	1,105 00
Wm. Spankie, M.D	Frontenac; Villages of Garden Island, Portsmouth	Kingston	1,527 50
Don'ld McDiarmid, M.D.	Glengarry; Villages of Alexandria, Lancaster, Maxville	Maxville	840 00
Andrew Grier	Grey, East; Town of Thornbury	Thornbury	950 00
Thomas Gordon	Grey, West; Town of Owen Sound	Owen Sound	1,230 00
N. W. Campbell	Grey, South; Towns of Durham, Meaford, Villages of Dundalk, Markdale	Durham	1,275 00
Clarke Moses	Haldimand; Villages of Caledonia, Cayuga, Dunnville, Hagersville	Caledonia	1,190 00
Sylvanus Phillips, B.A.	Haliburton and North-East Muskoka, South Nipissing, West Parry Sound; Villages of Burk's Falls, Huntsville, Minden, Sundridge	Minden	1,173 25
J. S. Deacon	Halton: Towns of Milton, Oakville, Villages of Acton, Burlington, Georgetown	Milton	1,281 25
William Mackintosh	Hastings, North; Villages of Madoc, Stirling	Madoc	1,487 50
John Johnston	Hastings, South; City of Belleville, Towns of Deseronto, Trenton, Villages of Tweed, Wallbridge	Belleville	1,550 00
David Robb	Huron, East (N.); Towns of Clinton, Seaforth, Wingham, Villages of Blyth, Brussels, Wroxeter	Brussels	1,395 00
J. E. Tom	Huron, West (S.); Town of Goderich, Villages of Bayfield, Exeter, Hensall	Goderich	1,475 00
Rev. W. H. G. Colles	Kent, East; Towns of Bothwell, Ridgetown, Village of Thamesville	Chatham	1,030 00
Robert Park	Kent, West; Towns of Blenheim, Dresden Wallaceburg, Village of Tilbury	Chatham	1,105 00

* In some instances travelling expenses are included.

List of Inspectors.

Name.	Jurisdiction.	Post Office.	Salary.
			$ c.
C. A. Barnes, M.A	Lambton, East (No. 1); Villages of Alvinston, Arkona, Thedford, Watford, Wyoming.	London	1,243 00
John Brebner	Lambton, West (No. 2); Towns of Petrolea, Sarnia, Villages of Oil Springs, Point Edward	Sarnia	1,342 00
F. L. Michell, M.A	Lanark; Towns of Almonte, Carleton Place, Perth, Smith's Falls, Village of Lanark	Perth.....	1,845 00
Wm. Johnston, M.A., LL.B	Leeds and Grenville, No. 1; Town of Gananoque, Villages of Athens, Newboro ...	Athens	1,140 00
Robert Kinney, M.D...	Leeds and Grenville, No. 2	Brockville ..	1,050 00
T. A. Craig	Leeds and Grenville, No. 3; Town of Prescott. Villages of Cardinal, Kemptville, Merrickville	Kemptville..	1,010 00
Frederick Burrows .	Lennox and Addington; Town of Napanee, Villages of Bath, Newburgh	Napanee	1,375 00
J. B. Grey.....	Lincoln; City of St. Catharines, Town of Niagara, Villages of Beamsville, Grimsby, Merritton, Port Dalhousie	St.Catharines	1,230 00
John Dearness	Middlesex, East; Villages of London West, Lucan	London	1,350 00
H. D. Johnson	Middlesex, West; Towns of Parkhill, Strathroy, Villages of Ailsa Craig, Glencoe, Newbury, Wardsville	Strathroy ...	1,200 00
J. J. Wadsworth, M.A., M.B.....	Norfolk; Town of Simcoe, Villages of Delhi, Port Dover, Port Rowan, Waterford...	Simcoe	1,480 00
Albert Odell	Northumberland; Town of Cobourg, Villages of Brighton, Campbellford, Colborne, Hastings	Cobourg	1,570 00
James McBrien.....	Ontario; Towns of Uxbridge, Whitby, Villages of Beaverton, Cannington, Port Perry	Prince Albert	1,620 00
William Carlyle.....	Oxford; Towns of Ingersoll, Tilsonburg Woodstock. Villages of Embro, Norwich	Woodstock ..	1,480 00
Allan Embury	Peel; Town of Brampton, Villages of Bolton, Streetsville.....	Brampton...	1,190 00
William Irwin, B.A....	Perth; Towns of Listowel, Mitchell, St. Mary's, Village of Milverton.....	Stratford ...	1,555 00
J. C. Brown	Peterborough; Villages of Apsley, Ashburnham, Havelock, Lakefield, Norwood ...	Peterborough	1,310 00
W. J. Summerby	Prescott and Russell; Villages of Casselman, Hawkesbury. L'Orignal, Rockland.....	Russell	1,485 00
G. D. Platt, B.A	Prince Edward; Town of Picton, Village of Wellington.....	Picton.....	955 00
R. G. Scott, B.A	Renfrew; Towns of Arnprior, Pembroke, Renfrew. Village of Eganville	Pembroke...	2,060 00
J. C. Morgan, M A	Simcoe, North; Towns of Barrie, Midland; Orillia, Penetanguishene.....	Barrie	1,350 00
Rev. Thomas McKee...	Simcoe, South; Towns of Alliston, Stayner, Villages of Allandale, Beeton, Bradford, Creemore, Tottenham	Barrie	1,300 00
Isaac Day, B.A.....	Simcoe, North, East, and West Muskoka; Town of Gravenhurst, Village of Port Carling	Orillia	1,196 25
Alexander McNaughton.	Stormont; Town of Cornwall.....	Cornwall....	960 00

List of Inspectors.

Name.	Jurisdiction.	Post Office.	Salary.
			$ c
J. H. Knight	Victoria, East; Town of Lindsay, Villages of Bobcaygeon, Omemee	Lindsay	770 00
Henry Reazin	Victoria, West, and South-East Muskoka; Town of Bracebridge, Villages of Fenelon Falls, Woodville	Lindsay	1,226 00
Thomas Pearce	Waterloo; Towns of Berlin, Galt, Villages of Ayr, Elmira, Hespeler, New Hamburg, Preston	Berlin	2,140 00
J. H. Ball, M.A	Welland; Towns of Bridgeburg, Thorold, Welland, Villages of Chippawa Fort Erie, Niagara Falls South, Port Colborne	Welland	1,205 00
David Clapp, B.A	Wellington, North; Towns of Harriston, Mount Forest, Palmerston, Villages of Arthur, Clifford, Drayton	Harriston	1,100 00
J. J. Craig, B.A	Wellington, South; Villages of Elora, Erin, Fergus, Grand Valley	Fergus	1,100 00
J. H. Smith	Wentworth; Town of Dundas, Village of Waterdown	Hamilton	1,220 00
A. A. Davidson, B.A	York, North; Towns of Aurora, Newmarket, Villages of Holland Landing, Richmond Hill, Sutton	Newmarket	1,080 00
David Fotheringham	York, South; Towns of North Toronto, Toronto Junction, Villages of East Toronto, Markham, Stouffville, Weston, Woodbridge	Toronto	1,281 00
Donald McCaig	Districts of Algoma, Thunder Bay, Rainy River; Towns of Collingwood, Fort William, Port Arthur, Rat Portage, Sault Ste. Marie, Thessalon, Villages of Day Mills, Keewatin	Collingwood	1,903 44
Rev. George Grant, B.A.	Districts of North Nipissing and West Parry Sound; Towns of Mattawa, North Bay, Parry Sound, Sturgeon Falls, Sudbury	Orillia	1,500 00
Rev. A. McColl	City of	Chatham	400 00
Wm. Tytler, B.A	"	Guelph	500 00
W. H. Ballard, M.A	"	Hamilton	2,000 00
W. G. Kidd	"	Kingston	1,400 00
W. J. Carson	"	London	1,525 00
John C. Glashan	"	Ottawa	2,000 00
John McLean	"	St. Thomas	244 25
J. R. Stuart	"	Stratford	1,000 00
James L. Hughes	"	Toronto	3,000 00
W. F. Chapman	"	"	1,850 00
Robert Meade, M.A	Town of	Brockville	200 00
Donald McCaig	"	Collingwood	175 00
C. W. Chadwick	" Forest	Toronto	50 00
Rev. S. H. Eastman	" Oshawa	Meaford	80 81
Duncan Walker, B.A	"	Peterborough	1,100 00
Thomas Hilliard	"	Waterloo	80 90
The Hon. Richard Harcourt, M.A., M.PP., Q.C	Niagara Falls	Toronto	90 00
	Total salaries		92,750 50

Separate School Inspectors.

James F. White.
Wm. Prendergast, B.A.

County Model School Inspector.

John J. Tilley.

High School Inspectors.

John E. Hodgson, M.A.
John Seath, B.A.

(2) *Diplomas for Rural School Premises, 1898.*

Name of inspector.	Jurisdiction.	No. schools open.	No. diplomas.	Name of inspector.	Jurisdiction.	No. schools open.	No. diplomas.
M. J. Kelly	Brant	61	3	J. B. Grey	Lincoln	80	6
W. S. Clendening	E. Bruce	101	....	J. Dearness	E. Middlesex	103	....
A. Campbell	W. Bruce	114	....	H. D. Johnson	W. Middlesex	81	....
R. H. Cowley	Carleton	116	1	J. J. Wadsworth	Norfolk	101	79
N. Gordon	Dufferin	87	3	A. Odell	Northumberland	104	2
A. Brown	Dundas	104	5				
W. E. Tilley	Durham	104	7	J. McBrien	Ontario	116	55
W. Atkin	Elgin	105	36	W. Carlyle	Oxford	108	12
T. Girardot	No. 1, Essex	45	16	A. Embury	Peel	76	7
D. A. Maxwell	S. Essex	67	....	Wm. Irwin	Perth	110	....
W. Spankie	Frontenac	141	9	J. C. Brown	Peterboro'	96	....
D. McDiarmid	Glengarry	74	9	W. J. Summerby	Prescott & Russell	99	....
A. Grier	E. Grey	52	10				
T. Gordon	W. Grey	71	31	G. D. Platt	P. Edward	78	....
N. W. Campbell	S. Grey	88	....	R. G. Scott	Renfrew	138	7
C. Moses	Haldimand	80	21	Isaac Day	E. Simcoe	82	12
S. Phillips	Haliburton	97	....	J. C. Morgan	N. Simcoe	58	....
J. S. Deacon	Halton	76	7	T. McKee	S. Simcoe	100	25
W. Mackintosh	N. Hastings	119	9	A. McNaughton	Stormont	72	4
J. Johnston	S. Hastings	70	....	J. H. Knight	E. Victoria	45	....
D. Robb	E. Huron	85	8	H. Reazin	W. Victoria	89	17
J. E. Tom	W. Huron	96	8	T. Pearce	Waterloo	86	15
W. H. G. Colles	E. Kent	58	36	J. H. Ball	Welland	83	....
R. Park	W. Kent	78	16	D. Clapp	N. Wellington	71	....
C. A. Barnes	No. 1, Lambton	113	....	J. J. Craig	S. Wellington	67	15
J. Brebner	W. Lambton	67	....	J. H. Smith	Wentworth	94	16
F. L. Michell	Lanark	125	22	A. B. Davidson	N. York	84	2
W. Johnston	No. 1, Leeds	77	16	D. Fotheringham	S. York	70	....
R. Kinney	No. 2, Leeds	84	19	D. McCaig	Algoma	127	29
T. A. Craig	No. 3, Leeds & Grenville	66	....	G. Grant	Nipissing	26	3
F. Burrows	Lennox & Addington	112	....	G. Grant	Parry Sound	103	3

APPENDIX E—*SUPERANNUATED TEACHERS, 1898.*

(1) *Complete list of Superannuated Teachers who were in receipt of allowances from the Fund during 1898.*

No.	Name.	Age.	Years of teaching in Ontario.	Amount of superannuation allowance.
				$ c.
459	Andrews, Adolphus	76	21	126 00
514	Armstrong, Thomas	88	26	156 00
616	Anderson, William	68	30	210 00
695	Allen, James	67	21	126 00
764	Anderson, James	83	24	168 00
802	Allison, Andrew	63	20½	135 00
824	Armstrong, J. W	61	25	175 00
829	Andrew, Archibald	66	26	162 00
882	Ashdown, C. H	63	41	207 00
897	Adams, Adam	61	14	168 00
918	Anderson, Miss Jane	62	34½	241 50
941	Atkinson, Mary	64	31	208 00
969	Anderson, John	63	22½	155 50
980	Allen, David S	48	23	157 00
992	Anderson, Edward	60	35	238 00
1003	Acres, Jonathan Wm	66	40	280 00
1007	Aylesworth, Lucinda	50	30⅛	183 00
1016	Ash, George Henry	54	26½	185 50
354	Burkholder, Benjamin	84	28½	171 00
373	Best, Alex	79	15	90 00
374	Bicknell, Nathan	74	13½	83 00
404	Bremner, John	81	22	132 00
441	Boyd, John G	75	48⅛	111 00
460	Banks, Richard H	58	14	95 00
505	Bell, Miss Mary A	66	16	96 00
525	Brennan, John	50	10¼	69 50
535	Blackwood, Robt	74	19⅝	136 50
573	Bodaly, John	72	14½	87 00
627	Beatty, W. H	65	17	102 00
666	Biggar, Mrs. P. W	70	15	90 00
676	Bigg, W. R	76	38½	259 50
775	Bowes, Miss Ellen	63	21½	129 00
776	Boal, William	45	10	66 50
785	Brown, Clara L	51	13	90 00
791	Bly, W. H	72	27	184 00
856	Bates, Miss M. J	54	13	91 00
883	Busch, Miss C. E	62	34	204 00
896	Bell, Miss Lillias	60	32	219 50
900	Bradley, Wm	51	17½	105 00
911	Bridge, Amos	66	31	205 00
977	Brueckner, J. O	64	30	180 00
994	Brisbin, Bernard M	64	22	149 50
999	Bowerman, James	64	26½	185 50
1006	Black, Wm. John	49	25	172 50
1008	Birch, James	65	38½	265 50
1023	Bulmer, Henry S	59	27	177 50

SUPERANNUATED TEACHERS.

No.	Name.	Age.	Years of teaching in Ontario.	Amount of superannuation allowance.
				$ c.
251	Crawford, Mrs. Mary	77	15	90 00
286	Coe, Richard	70	13½	81 00
287	Curry, William	68	16	96 00
296	Courtney, Mrs. P. S	73	17	102 00
313	Chaplin, Thomas	65	17	102 00
314	Cooke, James	65	16	104 50
356	Clark, James C	77	26	156 00
415	Conn, John	74	25½	165 50
461	Crewson, Wm. M	73	21	126 00
482	Cullen, Mrs. Helen	67	23	138 00
512	Cameron, Peter	75	12½	75 00
543	Carter, Mrs. Catharine	63	20	122 00
548	Currie, Malcolm	47	18½	124 00
556	Clendennan, Amos	79	10½	63 00
565	Coleman, V. A	65	23½	147 00
580	Comrie, Peter	79	33½	201 00
604	Capsey, Mrs. Margaret	65	12½	151 90
615	Cameron, Hugh	53	10½	70 50
617	Cahill, Joseph	69	26	156 00
638	Cuyler, Anne E	77	24	144 00
648	Chisholm, Austin	86	11	66 00
652	Costello, Catharine	66	22	132 00
687	Crowle, E. T., M.A	77	24	168 00
696	Crisp, Robert	32	12	72 00
703	Carpenter, Gideon	50	10	60 00
730	Colhoun, C. B	74	22	132 00
734	Courtlandt, H. N	71	38	239 00
754	Clark, Chas	73	35	237 00
762	Clark, Patrick	64	24	157 00
787	Cameron, Stephen B	74	35	210 00
794	Clarke, John	79	8½	51 00
969	Carter, W. H. P	57	21½	150 50
906	Campbell, John	65	37	245 50
924	Campbell, John C	61	41	207 50
927	Carroll, William	65	37	259 00
932	Collin, John	46	17½	120 00
951	Campbell, R. O	72	11½	69 00
952	Campbell, Wm	53	18½	129 50
963	Chislett Tristram	52	21½	140 50
970	Campbell, John	73	39	269 00
976	Croll, David	63	32½	221 00
1002	Coates, Robert	61	26	182 00
1004	Chaisegreen, Chas	71	27	189 00
332	Dickson, Robert	80	18	108 00
389	Diamond, J. B	67	12	72 00
390	Dugdale, Henry	78	25	150 00
431	De Cantillon, James	72	26½	159 00
442	Derby, Samuel	74	23	132 00
447	Dulmage, Geo. W	82	22	132 00
455	Daly, Bernard	82	38½	231 00
624	De Scudamore, H. P. B	70	32	217 00

SUPERANNUATED TEACHERS.

No.	Name.	Age.	Years of teaching in Ontario.	Amount of superannuation allowance.
				$ c.
639	Downey, Patrick	77	37½	255 00
674	Dimsdale, Alfred W	68	19½	117 00
793	Drummond, John	72	32	201 00
798	Dochstader, John N	57	27	162 00
843	Dalglish, John	53	16½	99 00
846	Drummond, Joseph	71	34	204 00
955	Deachman, Robert	61	18½	111 00
961	Duncan, James	65	43	299 00
987	Duff, Andrew	59	20	140 00
1000	Dufort, Odilon	64	34	204 00
324	Elliott, James	74	23	138 00
406	Elliott, Mrs. Christina	55	12	72 00
465	Elmslie, Wm	65	11	113 00
618	Eward, Robert	64	22	132 00
636	Eden, William	68	17½	113 00
702	Ellis, Fred. L	63	20	138 00
871	Evans, G. T	68	35½	248 50
908	Elliott, John C	68	43	297 00
534	Ferguson, John	78	30	180 00
622	Forrest, James	68	28	187 00
654	Fleming, William	56	17½	122 50
660	Fetterley, Mrs. Julia	67	14	84 00
712	Flynn, Mrs Susan	74	45	270 00
716	Flavelle, Mrs. Dorothea	75	13½	81 00
759	France, Thomas	79	27	184 00
779	Ferguson, Roderick	68	30	180 00
800	French, Gilbert	62	24½	155 50
804	Ferguson, William	76	33	214 00
813	Fraser, Alex	61	23	157 50
823	Foster, Richard	68	29	203 00
958	Furlong, W. A	68	33½	232 00
981	Fletcher, Robt	54	21	147 00
995	Ferrier, Amos B	56	30	210 00
1022	Fallon, James J	61	12	72 00
334	Gorman, William	72	26½	159 00
466	Goulet, Alex	67	20	120 00
733	Gamble, Mrs. Anne	76	17	102 00
832	Glenday, Elizabeth J	63	30	180 00
838	Grenier, Isaac	64	30	180 00
852	Graham, P. C	52	10½	69 00
857	Gill, Martin	73	29½	196 50
864	Garrett, Glenholme	69	33⅓	219 50
868	Graham, Harriet	53	26⅓	159 00
876	Gibbs, Robt. Norman	68	37⅓	260 50
899	Goodbody, Susan	66	35	210 00
916	Gregory, Thomas	60	24	166 00
922	Green, P. H	56	25½	178 50
940	Gray, William	60	36	216 00
942	Graham, John	63	36	216 00

SUPERANNUATED TEACHERS.

No.	Name.	Age.	Years of teaching in Ontario.	Amount of superannuation allowance.
				$ c.
943	Grandy, Robt	44	17	119 00
947	Gould, A. A	56	31	210 00
974	Grant, Robt	64	23	158 00
1014	Gilbert, Abraham B	43	22½	155 50
1021	Gilbert, Thomas	53	26	156 00
289	Haight, Mrs. M. J	66	22½	135 00
345	Hyde, Levi T	62	17	116 00
416	Hollis, Arthur	88	11	66 00
434	Hopkins, Mrs. Eliz	82	24½	151 50
449	Hamilton, Hugh	84	22½	135 00
453	Henry, Parsons D	61	17	102 00
531	Henry, Hugh C	77	25	150 00
623	Harvey, Miss Margaret	62	20½	123 00
641	Heavener, Wm	77	26	156 00
649	Hunt, Mrs. F. S	72	26	172 00
658	Hughes, John	75	25	166 50
679	Hankinson, D. L	68	17½	105 00
711	Hayward Edward	75	35	210 00
722	Hovenden, Sarah	69	23½	162 00
724	Hamilton, R. E	49	13	82 00
769	Harrison, Edmund B	77	37½	256 50
805	Hickie, Miss Alicia	67	32½	227 50
825	Hamilton, Sarah M	55	22½	157 20
842	Hales, Julianna	70	21	143 00
863	Holmes, N. L	76	24	168 00
866	Hewson, Edmund T	65	21	146 00
913	Hamilton, Robert	66	27	176 00
914	Harris, J. C	61	20½	123 00
965	Hammond, Thomas	51	19	133 00
967	Hamilton, Susan M	61	38	266 00
975	Henstridge, Josephus W	67	34	233 00
1011	Hobbs, John H	44	17½	122 50
1012	Henderson, George	66	38	228 00
1017	Hewitt, Jos. B	63	23½	164 50
1020	Horne, Andrew T	60	21	126 00
1026	Hindson, Wm	56	32½	224 50
304	Irvine, Barbara A	64	22	132 00
467	Ireland, John	78	26	175 00
589	Ireland, Mrs. Irene	54	9	54 00
325	Johnson, Mrs. Rebecca A	64	15	90 00
594	Johnston, David I	71	27	186 00
596	Johnston, John E	66	24½	147 00
887	Jackson, Bertha	59	22½	157 50
898	Jarvis, Nicholas	66	32	209 00
949	Jennison, R. R	65	28	191 50
395	Kelly, James	71	28	171 50
419	Kerr, William	76	27	162 00
426	Kennedy, Alex	82	30	180 00

SUPERANNUATED TEACHERS.

No.	Name.	Age.	Years of teaching in Ontario.	Amount of superannuation allowance.
				$ c.
532	Kennedy, Augus, E	75	16	96 00
625	Kennedy, Colin	73	18½	111 00
682	Kiernan, Wm. M	60	18½	126 50
742	Keenan, David D	68	29½	189 00
747	Kearney, James	53	10	60 00
766	King, Joseph H	74	25	175 00
810	Kyle, Joseph	72	22	151 50
870	Kessack, Jane	60	28	196 00
889	Kennedy, Eliz. E	60	35	245 00
978	King, John	56	27	162 00
989	Kennedy, Alex	63	28	203 00
1024	Kilman, Alva. H	45	22½	153 50
578	London, William	85	11	66 00
680	Lucas, Hugh	73	30½	183 00
686	Logan, S. M	76	20½	123 00
726	Laughlen, William	63	30	179 00
740	Lindsay, Geo	84	24	156 50
784	Leighton, Stephen H	63	21	146 00
797	Leitch, Alex. L	59	19	134 00
874	Lyon, Seth	63	29½	177 00
953	Lee, Alfred Henry	65	20	120 00
998	Le Riche, Phillip F	61	22	132 00
1005	Long, Richard	73	23	161 00
1015	Langdon, John	58	32	221 00
141	Monaghan, John	93	15	90 00
264	Moore, William	78	23	138 00
397	Mitchell, John	70	24½	147 50
480	Metzdorf Chas. F. H	66	18	108 00
499	Mowat, Elizabeth R	72	24	156 00
529	Magill, James	72	30	180 00
554	Mills, Joseph	79	14	84 00
663	Megaw, Samuel	78	32	219 00
765	Monkman, James M	58	23	161 00
801	Maxwell, James	61	18½	111 00
803	Morton, Adam	72	34	238 00
839	Monds, Wm	67	22	152 00
850	Marshall, James	70	24	156 00
878	Mackie, Mrs. Vina L	52	13	78 00
892	Murray, Mrs. Elizabeth	48	21	126 00
894	Morphy, J. T	67	7½	52 50
939	Mark, Kenward	64	35	138 00
990	Minchin, Wm. W	59	33	223 00
996	Matthews, John	53	15½	104 00
1018	Maynard, Roger	60	39	266 00
1027	Morton, John B. (for 1899)	56½	33½	231 50
122	McQueen, James	91	22½	135 00
215	MacKay, James	88	33½	201 00
273	McBain, J. W	65	20	120 00
279	McIntyre, Alex	79	24	144 00

SUPERANNUATED TEACHERS.

No.	Name.	Age.	Years of teaching in Ontario.	Amount of superannuation allowance.
				$ c.
319	MacCartney, Chas	82	18	108 00
328	McQueen, Timothy	70	29	192 00
341	McNellie, J. R	77	27	174 00
346	McAuliffe, Michael	88	23	138 00
347	McQueen, Isabella	71	16	96 00
444	McNamara, John	71	17	102 00
483	McColl, Duncan	66	17½	105 00
491	McLaughlin, J. J	84	20	120 00
509	Mackay, John	74	28	168 00
550	McColl, Duncan	65	21	133 50
564	McDonald, James	80	16½	99 00
566	McKerrall, Theophilas	63	25	157 50
579	McKerchar, Colin	61	18½	128 50
587	McPhail, Margaret	72	11½	69 00
610	McKay, Donald	80	19	114 00
666	McLean, John	73	32	212 50
678	McKinnon, Duncan C	77	28½	171 00
685	McMillan, Robert	50	12	81 00
693	McAlpine, Dugald	73	28½	171 00
701	McMahon Miss Mary A	53	16½	99 00
721	McGrath, John	61	24	154 50
748	McBride, Geo. D	61	16½	99 00
758	McPhee, Alex	74	30½	183 00
768	McGirr, James	69	29½	186 50
783	McKinnon, Chas	73	19	114 00
799	McLean, James	51	13½	93 50
812	McKinnon, A. J	61	22½	135 00
821	McLean, Donald N	61	20	120 00
830	McAlpine, Mrs. Maria	58	23	150 00
834	McLaren, Peter	73	31	200 00
853	McClinton, John	71	36	216 00
859	McDonald, Helen	58	25	170 00
862	McLeay, Donald	56	25	173 00
872	McBrien, Australia B	70	11	82 50
875	McWhirter, John	48	23	161 00
879	McGeehan, Miss Helen	60	24	144 00
881	McPhee, Hugh	60	30	206 00
884	McRae, Samuel	60	20	134 00
885	McLim, Wm. A	54	27½	190 00
886	McDonald, Mrs. R. R	50	20½	123 00
888	McCatty, John	69	31	186 00
890	McFarlane, David	68	29	186 00
915	McIntyre, Geo. A	54	26½	185 50
925	McGoey, T. Q	55	24	168 00
926	McCarter, John	76	39	270 00
957	McKay, Donald	62	40	266 50
962	McLean, John	56	10	70 00
986	McMaster, R. H	50	22	146 00
1001	McAulay, Donald	55	29½	177 00
1013	McGregor, Robt. C	60	19½	131 00
1019	McKinnell, George	60	30	180 00

SUPERANNUATED TEACHERS

No.	Name.	Age.	Years of teaching in Ontario.	Amount of superannuation allowance.
				$ c.
545	Nixon, Robert	74	15½	93 00
659	Nolan, Arthur	78	28	168 00
777	Noble, William	63	22½	135 00
836	Nicholson, W. J.	72	7½	45 00
921	Nesbitt, Nathan. K.	64	29½	204 00
428	O'Sullivan, Jeremiah	83	27	162 00
457	O'Brien, Patrick	83	17	115 00
481	O'Meara, James	73	19	114 00
542	O'Meara, Patrick	79	24½	147 00
723	O'Leary, John	79	37½	225 00
728	O'Connor, Daniel	61	17	102 00
806	Osborne, A. C.	63	29½	197 50
931	Ouelette, Anthony	59	25½	153 00
439	Poole, J. W.	75	24½	163 00
438	Poole, Wm.	85	28	186 00
551	Peters, George	65	19	133 00
620	Porter, Robt.	65	20½	123 00
717	Pierce, R. R.	78	9	54 00
731	Phillips, Robt.	76	25	166 00
736	Prouty, Chester	74	28	168 00
749	Procunier, Elijah M.	67	25	150 00
772	Plunkett, Wm.	75	30	207 00
786	Pillar, Edwin W.	72	30	193 00
796	Park, John	72	35½	235 50
855	Phillips, John	71	29	194 00
895	Pegg, James P.	51	11½	80 50
920	Petrie, Alex.	57	28	194 00
946	Payne, G. F. B.	62	26	174 00
972	Perry, Samuel T.	58	29	193 50
973	Palmer, Wm. E.	63	14	84 00
988	Pegg, Wm. W.	61	37	222 00
997	Page, T. O.	58	32½	222 50
274	Quin, John	77	31	186 00
936	Quinn, Andrew.	63	25	160 50
206	Robinson, James	82	18	108 00
275	Robinson, Adam	92	16½	99 00
282	Rosevear, Ephraim	64	22	132 00
316	Rooney, Rev. Robt.	71	23	138 00
329	Reynolds, Francis	70	14	89 50
399	Rodgers, Alex.	75	27	162 00
468	Russell, Robt.	62	17½	105 00
484	Rose, Edward	75	25½	153 00
538	Robb, Samuel	82	30	202 00
598	Rose, Daniel	87	18	108 00
669	Regan, Emma R.	62	27	189 00
707	Round, Georgina	71	27½	180 50
751	Rose, George	71	37½	255 50
778	Rothwell, A. T.	66	20½	129 00

SUPERANNUATED TEACHERS.

No.	Name.	Age.	Years of teaching in Ontario.	Amount of superannuation allowance.
				$ c.
789	Rothwell, Samuel	72	24	164 00
809	Robertson, Duncan	75	32	211 00
818	Redmond, J. K	63	22½	144 50
827	Robertson, Miss, C. M	69	37	170 00
847	Robbs, John	62	32	208 00
848	Richardson, Mrs. M. Y	55	28½	187 50
933	Robertson, Dorcas D	62	25½	178 50
959	Read, H. H	59	31	204 50
964	Reist, Solomon	45	12	82 00
966	Reid, John C	57	24½	160 00
968	Regan, James	43	16½	99 00
971	Robertson, Wm. P	63	38	262 00
1010	Reynolds, Rose B	55	29	201 00
372	Sullivan, Daniel	71	22½	135 00
410	Scott, James	86	24	146 50
493	Sullivan Patrick	89	23	138 00
515	Sinclair, John	70	23	138 00
622	Sheehan, John	68	20½	126 50
677	Stewart, Alex	73	13	78 00
688	Skelton, Wm	79	14½	87 00
719	Sherriff, Benj	67	28½	197 00
746	Shoemaker, Eliz	68	24	159 00
752	Shaw, Pringle	63	31	198 00
771	Sinclair, Archibald	64	30	191 00
781	Shortt, Chas	76	24½	168 50
816	Stephen, Alex	61	30	199 00
831	Scott, Wm. H	70	26½	185 50
845	Slaven, Annie	58	26	156 00
849	Sinclair, Wm	64	32⅓	222 50
865	Stiver, Wm	68	14	98 00
904	Simpson, Eliz. M	58	23	153 00
944	Sullivan, C. F	66	10	70 00
956	Smith, James	62	31	217 00
960	Shurtleff, George	64	31	213 50
983	Sine, Geo. W	59	24½	159 50
985	Spillett, Stanley	55	26	176 00
993	Styles, Wm	66	43⅓	294 00
1009	Settell, James J	62	27	184 50
276	Thorn, Mrs. Mary B	75	14	84 00
770	Tyndall, Wm	60	27½	165 00
903	Thornhill, Wm	70	20	120 00
917	Torrance, Rev. Robt	76	37	259 00
934	Tovell, Wm	51	20½	143 50
935	Todd, Alex	57	27	154 00
954	Tasker, Robert	52	26	164 50
1025	Tomlinson, Jordan	54	31	216 00
635	Unsworth Richard	70	25½	177 00
485	Vandewater, Samuel	67	17	116 50

SUPERANNUATED TEACHERS.

No.	Name.	Age.	Years of teaching in Ontario.	Amount of superannuation allowance.
				$ c.
690	Varcoe, Jonathan	67	22	132 00
979	Vollick, R. W	61	28	182 00
350	Wickham, Robt. H	83	33	198 00
412	Wellhauser, Matthew	84	21	126 00
413	Whitcomb, Hulda L	74	26½	174 00
555	Ward, Joseph G	65	25	168 50
560	Walker, John W	76	14½	87 00
608	Wood, John	73	33	236 00
614	Williams, David L	66	28	192 50
621	Warburton, Geo. H	68	22½	148 00
626	Warburton, Wm	75	33⅓	219 00
670	Walker, Robt. B	61	13	78 00
673	Watson, Thomas	72	33	198 00
705	Ward, J. H	61	26½	179 50
750	Weighill, John	74	31⅔	189 00
826	Wright, Meade N	64	25½	179 00
833	Waugh, Thomas	70	25	150 00
844	Wallace, Joseph	56	14½	87 00
860	Washburn, Saxon	51	18⅓	111 00
893	Weir, Andrew	68	8½	59 50
905	Warburton, Lucinda	66	37	249 50
919	Wright, Justus	58	23	154 50
929	Willis, Robert	67	29	203 00
937	Whitney, W, A	64	37	256 00
948	Winterbottom, Miss A. C	64	31	213 00
991	Westervelt, Samuel B	62	31½	230 00
458	Young, Richard W	81	26	169 00
588	Young, Loven G	67	13	78 00
650	Young, James	60	18	108 00
658	Yates, John F	64	30	180 00
				*

(2) *Summary for years 1882-1898.*

Year.	Number of teachers on list.	Expenditure for the year.	Gross contributions to fund.	Amount refunded to teachers.
		$ c.	$ c.	$ c.
1882	422	51,000 00	13,501 08	3,660 10
1887	454	58,295 33	1,489 00	3,815 80
1892	456	63,750 60	1,313 50	786 86
1897	424	62,800 33	874 00	620 27
1898	420	64,351 88	1,472 00	284 58

8 teachers withdrew their subscriptions from the fund during 1898.

*As the sum of $4 is deducted from each Superannuated Teacher's allowance, as subscription to the fund, the payments were $4 less in each case than given above.

APPENDIX F.—*DEPARTMENTAL EXAMINATIONS*, 1898.

1.—Continuation Classes and Public School Leaving Examinations.

Name of Inspector.	Jurisdiction.	Name of Principal.	Professional Certificate.	No. of teachers.	Class of school.	Name of school.	No. of pupils attending who had passed examinations before 1898.		No. of other successful candidates at P. S. Leav. Exam. from schools in municipalities having no H. S.	Schools in municipalities having H. S. from which pupils not attending such H. S. were successful at the Pub. Sch. Leav. Exam.
							H. S. entrance.	P. S. leaving.		
M. J. Kelly	Brant	A. E. Green	I.	3	A	S.S. 8 Dumfries S.	9	9	13	
		W. J. Hansford	II.	2	C	" 5 Brantford	5	3		
		J. G. Taylor	II.	2	C	" 3 Burford	12	2		
W. S. Clendening	E. Bruce	D. F. Ritchie	II.	7	A	Chesley V.	21	20	9	
		J. W. Ward	II.	3	C	S.S. 14 Carrick	4	4		
		R. I. Brown	II.	3	C	Tara V.	5	2		
A. Campbell	W. Bruce	W. J. Chisholm	M.A. I.	6	A	Paisley V.	43	16	15	
		D. D. Yule	I.	5	B	Lucknow V.	12	6		
		E. S. Coultes	I.	3	B	S.S. 10 Huron.	18	5		
		John Shaw	I.	5	B	Teeswater V.	22	5		
		Joseph Stalker	II.	1	C	S.S. 10 Kinloss	10	5		
R. H. Cowley	Carleton	R. J. Brown	I.	3	C	Richmond V.	8	5	28	
N. Gordon	Dufferin	D. Campbell	II.	5	A	Grand Valley	9	12	12	
		R. A. Winter	II.	3	A	Horning's Mills	28	5		
		M. H. Langs	I.	6	A	Shelburne V.	12	18		
		W. E. Fleming	III.	2	B	S.S. 17 Mono	5	5		
		C. McKenzie	III.	1	C	S.S. 6 Mulmur	5	5		
A. Brown	Dundas	W. D. Brunton	I.	6	A	Winchester V.	44	21	15	
		A. C. Fetterly	II.	5	B	Chesterville V.	24	12		
W. E. Tilley	Durham	David Hampton	II.	4	A	Millbrook V.	15	15	36	
W. Atkin	Elgin	William Wallis	II.	4	A	S.S. 5 Aldboro'	15	7	43	
		J. L. Garvin	I	4	A	" 6 "	15	5		
		J. W. McRoberts	I.	3	B	" 11 Dorchester S.	12	6		
		John McFadyen	II.	2	B	" 12 Southwold	12	3		
		George Stewart	II.	3	B	Springfield V.	20	9		
		Hugh Barrett	I.	2	C	S.S. 18 Bayham	5	2		

T. Girardot	1 Essex								4
D. A. Maxwell	2 Essex	A. K. Walker	III.	4	B	Amherstburg T	15	7	9
		F. J. Voaden	II.	6	B	Kingsville V	12	2	
W. Spankie	Frontenac								5
D. McDiarmid	Glengarry	W. B. MacEwan	II.	3	B	S.S. 12 Charlottenburg	20	6	9
N. W. Campbell	S. Grey	Thos. Allan	I.	6	A	Durham T	56	35	23
		J. W. Brown	I.	6	B	Hanover	18	6	
		T. H. Blacklock	II.	4	B	Dundalk V	13	5	
		J. S. Rowe	II.	4	B	Markdale V	21	10	
		G. W. Slaughter	II.	3	C	Flesherton	6	1	
		W. J. Blakeston	II.	2	C	Priceville	6	2	
A. Grier	E. Grey	A. E. Armstrong	III.	2	C	S.S. 3 Euphrasia	2	6	9
T. Gordon	W. Grey								11
C. Moses	Haldimand								17
S. Phillips	Haliburton								12
J. S. Deacon	Halton	W. F Inman	I.	7	A	Milton T	37	21	25
W. Mackintosh	N. Hastings								5
J. Johnston	S. Hastings								43
D. Robb	N. Huron	A. H. Musgrove	II.	8	A	Wingham T	43	15	50
		George Spotton	II.	2	B	Wroxeter V	11	5	
		J. H. Cameron	I.	4	B	Brussels V	31	12	
		A. H. Plummer	II.	4	B	Blyth V	15	8	
		A. McEwen	II.	2	B	S.S. 4 Turnberry	14	8	
		J. W. King	II.	1	C	" 3 Hullett	8	2	
		S. N. Forsythe	II.	1	C	" 2 Tuckersmith	10	5	
		Douglas Fraser	II.	1	C	" 9 Turnberry	6	5	
		W. H. Stewart	II.	1	C	" 1 Grey	5	2	
J. E. Tom	S. Huron	T. J. Lockhart	II.	7	A	Exeter V	30	16	47
		G. W. Holman	II.	2	B	Bayfield V	10	2	
		T. G. Allen	II.	2	B	S.S. 8 Ashfield	10	5	
		S. J. Boyd	I.	1	C	" 13 "	5	2	
		George Baird, Sr	I.	1	C	" 1 Stanley	7	3	
		William Baird	III.	2	C	" 10 "	10	3	
		J. C. Martin	III.	1	C	" 4 W. Wawanosh	8	4	
		E. J. Hagan	II.	3	C	" 7 Hay	6	5	
		William McKay	II.	3	C	Hensall V	7	2	

APPENDIX F.

1.—Continuation Classes and Public School Leaving Examinations.

Name of Inspector.	Jurisdiction.	Name of Principal.	Professional Certificate.	No. of teachers.	Class of school.	Name of school.	No. of pupils attending who had passed examinations before 1898.		No. of other successful candidates at P. S. Leav. Exam. from schools in municipalities having no H. S.	Schools in municipalities having H. S. from which pupils not attending such H. S. were successful at the Pub. Sch. Leav. Exam.
							H. S. entrance	P. S. leaving.		
W. H. G. Colles	E. Kent	J. G. Cameron	II.	4	B	Thamesville V	13	8	43	
		P. B. Fetterley	II.	3	B	S.S 6 Orford	12	8		
R. Park	W. Kent	G. A. Millar	I.	8	A	Dresden T	41	21	53	
		J. W. Plewes	I.	10	A	Wallaceburg T	56	27		
		S. C. Irwin	II.	3	B	S.S. 5 Tilbury E	10	1		
		W. S. Verrall	III.	2	C	" 6 Chatham	6	2		
		R. Brandon	III.	1	C	" 8 "	7	3		
		W. McKerracher	III.	2	C	" 9 "	9	6		
		William Sparks	III.	1	C	" 6 U Raleigh	11	5		
		Margaret McIsaac	III.	1	C	" 3 Tilbury E	5	3		
C. A. Barnes	1 Lambton	C. B. Latta	II.	5	A	Alvinston V	24	21	40	
		C. H. Barnes	II.	3	B	Arkona V	6	5		
J. Brebner	2 Lambton	H. Beaton	II.	5	A	Oilsprings V	19	8	10	
		D. McGibbon	III.	2	B	S.S. 17 Enniskillen	7	5		
		T. Jarrott	II.	2	C	" 18 Moore	6	1		
F. L. Michell	Lanark	Robert Beatty	II.	4	B	Lanark V	30	20	13	
		J. L. Bryant	H. S. Asst	3	B	S.S. 4 Pakenham	11	7		
		Mima Ellis	II.	1	C	" 5 "	6	3		
W. Johnston	1 Leeds and Grenville.	R. Hanna	II.	2	B	Elgin	10	5	5	
		R. Fifield	II.	3	B	Newboro V	8	2		
		J. McGuire	II.	3	B	Westport	10	2		
R. Kinney	2 Leeds and Grenville								11	
T. A. Craig	3 Leeds and Grenville.								14	
F. Burrows	Lennox and Addington	Joseph Morgan	I.	3	B	Bath V	25	15	9	

J. B. Grey	Lincoln								2	
J. Dearness	E. Middlesex	J. C. Robson	II.	2	B	S.S. 5 Westminster	13	3	21	
		M. McGowan	II.	2	B	" 7 Biddulph	12	1		
		R. F. Whiting	II.	2	C	" 17 London	5	1		
H. D. Johnson	W. Middlesex								35	
J. J. Wadsworth	Norfolk	J. E. Hodgson, B.A.	I.	4	B	Delhi V	12	5	16	
A. Odell	Northumberland	W. L. Waines	I.	4	A	S.S. 2 Percy	17	12	38	
J. McBrien	Ontario	R. J. Johnston	II.	5	A	Cannington V	21	4	49	
		C. Ramsey	III.	1	C	Brechin	6	2		
W. Carlyle	Oxford	J. Little	I.	5	A	Norwich V	20	4	30	
		Charles Garthwaite	II.	3	B	SS. 6 S. Norwich	21	2		
		G. R. Theobald	I.	3	B	Embro V	29	10		
		M. B. Hugill	II.	2	B	S.S. 5 Dereham	13	6		
		Eugene Richardson	II.	3	B	" 11 Blenheim	10	4		
		W. Joyce	II.	3	B	" 24 "	10	8		
A. Embury	Peel	R. J. McIntosh	II.	4	A	S.S. 3 Albion	7	6	19	
		A. C. Wilson	II.	2	B	" 15 Caledon	8	6		
		J. H. Kidd	II.	1	C	" 16 "	6	3		
W. Irwin	Perth	W. Ewing	Int. B.A.	3	B	Milverton V	14	4	34	2
J. C. Brown	Peterborough	W. A. Evans	I.	5	B	Lakefield V	20	15	12	
		C. H. Edwards	II.	2	C	S.S. 4 Otonabee	7	10		
W. J. Summerby	Prescott and Russell	S. A. Hiteman	I.	3	B	S.S. 2 Russell	13	4	17	
G. D. Platt	Prince Edward	W. J. Osborne	I.	2	B	S.S. 7 Hallowell	10	4	6	
		W. R. McKibbon	II.	2	B	" 17 Hillier	10	5		
		J. A. Rundle	I.	1	C	" 11 Ameliasburg	6	2		
		Mrs. J. S. Palen	II.	1	C	" 6 N. Marysburg	6	2		
		E. Vandusen	II.	2	C	" 12 S. "	6	3		
R. G. Scott	Renfrew	G. R. Wood	II.	2	B	SS. 7 Westmeath	21	8	31	8
		J. E. McDonald	III.	1	C	" 2 Brudenell	2	8		
I. Day	E. Simcoe	R. G. Nesbitt	II.	4	B	SS. 12 Tay	12	3	9	
		S. S. Tewkesbury	II.	3	C	" 7 Medonte	4	3		
J. C. Morgan	N. Simcoe	A. McKee	I.	8	B	Midland	10	7	9	8
		M. Johnstone	II.	1	C	S.S. 3 Sunnidale	6	6		
		J. Slaughter	I.	4	C	" 5 Flos	6	4		
T. McKee	S. Simcoe	Frank Coleridge	I.	6	A	Alliston T.	44	21		
		J. A. MacPherson	II.	4	A	Beeton V	30	13		

APPENDIX F.

1.—Continuation Classes and Public School Leaving Examinations.

Name of Inspector.	Jurisdiction.	Name of Principal.	Professional Certificate.	No. of teachers	Class of school.	Name of school.	No. of pupils attending who had passed examination before 1898.		No. of other successful candidates at P. S. Leav. Exam. from schools in municipalities having no H. S.	Schools in municipalities having H. S. from which pupils not attending such H. S. were successful at the Pub. Sch. Leav. Exam.
							H. S. entrance.	P. S. leaving.		
T. McKee	S. Simcoe	A. N. Scarrow	I.	4	A	Cookstown	35	20		
		Thomas Gowan	II.	4	A	Creemore V	28	17		
		Dugald Currie	I.	5	A	Stayner T	21	13	43	
		L. W. Taylor	I.	3	A	Tottenham V	23	19		
		George Sutherland	II.	2	B	S.S. 14 Nottawasaga	16	8		
		George Wilson	II.	1	C	" 4 Tossorontio	8	5		
		J. A. Corbett	II	1	C	" 1 Innisfil	9	4		
A. McNaughton	Stormont	J. M. Denyes	I.	3	A	S.S. 3 Finch	10	2		
		H. B. Fetterley	I.	3	-	" 14 Roxboro	24	7	4	
		R. A. Baker	III.	3	B	" 4 Osnabruck	13	6		
J. H. Knight	E. Victoria	William Hickson	II.	4	B	Bobcaygeon V	20	14	5	
H. Reazin	W. Victoria	B. F. Maybee	III.	6	A	Fenelon Falls V	20	13		
		Charles Lapp	II.	2	A	S.S. 8 Mariposa	22	12	31	
		G. H. O. Thomas	II.	8	A	Bracebridge T	18	16		
		John Cundal	II.	2	C	S.S. 6 Fenelon	6	3		
T. Pearce	Waterloo	T. G. Baker	II.	6	B	Elmira V	9	8	38	2
J. H. Ball	Welland	W. H. Hammond	II.	4	A	Bridgeburg T	14	16		
		Alexander Ross	II.	3	B	Fort Erie V	10	16	33	
		A. H. Kilman	II.	3	B	S.S. 11 Bertie	18	2		
D. Clapp	N. Wellington	S. Forsyth	II.	8	A	Palmerston T	27	3		
		G. A. Campbell	II.	4	B	Drayton V	8	17	26	
		J. A. Gray	II.	3	B	Clifford V	10	4		
		Clarence Long	II.	2	C	S.S. 2 Peel	5	3		
J. J. Craig	S. Wellington	H. N. Awrey	II.	4	A	Erin V	14	6		
		W. H. Rowan	II.	2	C	Hillsburg	8	4		

		J. Strachan	II.	3	C	Rockwood	8	2	13	
		D. MacKenzie	II.	2	C	Belwood	7	2		
		N. L. Smith	II.	1	C	S.S. 2 Guelph	6	2		
		W. L. Elvidge	II.	1	C	" 6 W. Garafraxa	7	3		
J. H. Smith	Wentworth	James Carrigill	I.	2	B	S.S. 9 W. Flamboro	10	3	34	
A. B. Davidson	N. York	A. Wilkinson	II.	3	B	S.S. 14 King	10	9	12	
D. Fotheringham	S. York	Kenneth Langdon	Special permit	1	A	Woodbridge V	16	6	8	
D. McCaig	Algoma	T. H. Roberts	I.	8	A	Rat Portage T	28	2		
		L. A. Green	I.	8	A	Sault St. Marie T	12	5		
		Samuel Keys	I.	4	A	Gore Bay T	13	7	13	3
		William Hamilton	I.	2	A	Bruce Mines	10	3		
		D. H. Lent	I.	4	C	Thessalon T	8	1		
		John Young	I.	3	C	Little Current T	5	2		
G. Grant	Nipissing and Parry Sound	A. M. Burchell	I	5	A	Burk's Falls V	12	9		
		A. M. Currie	I.	11	A	Parry Sound T	29	14		
		J. B. McDougall	I.	7	A	North Bay T	26	8		
		J. A. Ross	II.	3	B	Sudbury T	10	2	15	
		H. W. Logan	II.	3	B	Mattawa T	6	5		
		W. R. Baker	II.	3	C	S.S. 2 McKim	7	2		
		James Kirkwood	II.	3	C	Sundrige V	6	1		
J. C. Glashan	Ottawa									84
W. H. Ballard	Hamilton									29
W. G. Kidd	Kingston									6
W. F. Chapman	Toronto									45
J. F. White	R. C. S. S Inspector	E. Jones	II.	5	C	Mattawa	6	2	25	5
W. Prendergast	R. C. S. S. Inspector	Sister St. Andrew		3	B	S.S. 4 N. Cosby	14	4	2	31
		Sister St. Scholastica		3	B	Eganville V	14	1		
		Sister St. Augustine		3	C	S.S. 16 Cornwall	5	1		
								1,121	1,268	223

2. - Admission of Candidates to Collegiate Institutes and High Schools

Name of School.	Entrance Examination, June, 1898.		Public School Leaving Examination, June, 1898.		
	Examined.	Passed.	Examined.	Passed.	Passed Entrance on Public School Leav'g Papers.
Alexandria	80	28	5	1	1
Almonte	70	45	8	2	6
Arnprior	61	48	6	.....	.....
Arthur	54	41	2	2	.....
Athens	80	54	20	11	9
Aurora	60	40	8	1	1
Aylmer C. I.	94	67	14	4	9
Barrie C. I.	89	43	19	5	14
Beamsville	47	30	.....	.....	.....
Belleville	251	151	23	20	.....
Berlin	125	89	14	7	.....
Bowmanville	73	54	23	13	.....
Bradford	48	35	13	5	8
Brampton	77	35	15	4	0
Brantford C. I.	225	138	37	9	14
Brighton	32	21	9	.....	8
Brockville C. I.	131	113	1	.....	1
Caledonia	52	32	5	3	2
Campbellford	55	37	5	1	.....
Carleton Place	76	49	5	1	4
Cayuga	35	29	.....	.....	.....
Chatham C. I.	155	81	24	15	5
Clinton C. I.	92	66	45	23	6
Cobourg C. I.	92	62	5	2	1
Colborne	54	37	13	8	1
Collingwood C. I.	65	36	No Exam.	.....	.....
Cornwall	111	50	17	3	14
Deseronto	43	35	11	8	.....
Dundas	56	49	13	2	11
Dunnville	75	44	11	1	9
Dutton	38	21	31	11	11
Elora	35	19	3	2	.....
Essex	35	16	11	4	2
Fergus	58	29	13	6	0
Forest	42	24	10	5	.....
Galt C. I.	124	78	30	13	1
Gananoque	74	37	12	3	.....
Georgetown	55	29	23	6	5
Glencoe	56	39	10	5	2
Goderich C. I.	84	49	31	10	8
Gravenhurst	57	38	12	5	.....
Grimsby	27	23	.....	.....	.....
Guelph C. I.	107	66	5	3	2
Hagersville	43	22	5	1	4
Hamilton C. I.	484	279	129	29	.....
Harriston	42	29	6	5	1
Hawkesbury	28	18	.....	.....	.....
Ingersoll C. I.	99	79	13	8	.....
Iroquois	59	27	10	1	.....
Kemptville	60	25	23	10	13
Kincardine	70	57	14	5	.....
Kingston C. I.	193	141	12	6	5

2.—Admission of Candidates to Collegiate Institutes and High Schools.

Name of School.	Entrance Examination June, 1898.		Public School Leaving Examination, June, 1898.		
	Examined.	Passed.	Examined.	Passed.	Passed Entrance on Public School Leav'g Papers.
Leamington	74	42	4	1	2
Lindsay C. I.	81	58	26	11	0
Listowel	70	68	24	12	9
London C. I.	376	295	.....	.....	.....
Lucan	95	27	43	5	0
Madoc	77	32	13	2	0
Markham	106	73	25	9	3
Meaford	51	41	17	9	6
Mitchell	64	48	7	2	4
Morrisburg C.I.	83	37	14	3	.....
Mount Forest	60	46	30	14	11
Napanee C. I.	112	42	10	1	.....
Newburgh	99	51	19	2	.....
Newcastle	21	10	3	.....	3
Newmarket	64	34	30	7	7
Niagara	18	13	.....	.....	.....
Niagara Falls C. I.	70	53	.....	.....	.....
Niagara Falls South	49	43	4	3	.....
Norwood	76	43	25	8	.....
Oakville	43	29	9	3	.....
Omemee	34	26	7	4	.....
Orangeville	68	23	24	2	.....
Orillia	94	67	20	4	13
Oshawa	101	63	3	2	1
Ottawa C. I.	305	201	126	69	57
" Water St. Convent	.....	.....	15	15	.....
Owen Sound C. I.	139	94	21	4	16
Paris	61	34	7	4	.....
Parkhill	80	40	29	15	2
Pembroke	126	53	28	11	12
Perth C. I.	95	49	11	6	.....
Peterborough C. I.	148	88	5	1	.....
Petrolea	91	51	.....	.....	.....
Picton	162	80	45	8	3
Port Arthur	49	20	.....	.....	.....
Port Dover	28	20	1	0	.....
Port Elgin	67	44	7	1	.....
" Hope	76	50	3	1	1
" Perry	70	44	43	20	22
" Rowan	28	8	15	2	.....
Prescott	47	25	.....	.....	.....
Renfrew	134	87	39	15	24
Richmond Hill	62	42	10	3	4
Ridgetown C. I.	69	46	16	6	5
Sarnia C. I.	154	85	15	5	1
Seaforth C. I.	55	38	10	3	3
Simcoe	104	60	25	9	3
Smith's Falls	60	35	.....	.....	.....
Smithville	38	30	1	.....	.....
Stirling	45	25	6	2	.....
Stratford C. I.	189	130	20	10	4
Strathroy C. I.	144	88	35	10	10

2.—Admission of Candidates to Collegiate Institutes and High Schools.

Name of School.	Entrance Examination, June, 1898.		Public School Leaving Examination, June, 1898.		
	Examined.	Passed.	Examined.	Passed.	Passed Entrance on Public School Leav'g Papers.
Streetsville	34	18	4	1	1
St. Catharines C. I.	126	87	2		2
St. Marys C. I.	86	53	27	7	3
St. Thomas C. I.	187	94			
Sydenham	85	30	21	4	
Thorold	50	15	3		
Tilsonburg	63	42	23	5	
Toronto C. I. (Harbord St.)	170	68	200	13	65
" (Jameson Ave.)	143	60	69	9	18
" (Jarvis St.)	189	84	133	23	37
Toronto Junction	79	36	4		4
Trenton	52	44	5	2	
Uxbridge	65	40	24	13	5
Vankleekhill	74	36	6	4	2
Vienna	43	15	15	1	4
Walkerton	77	46	17	3	10
Wardsville	38	26	2	1	1
Waterdown	53	34	7	2	4
Waterford	66	40	5	1	
Watford	71	42	27	6	8
Welland	52	22	15	7	
Weston	86	51	10	4	4
Whitby C. I.	57	49	13	6	7
Wiarton	50	28	2		
Williamstown	64	29	13	3	2
Windsor C. I.	125	87			
Woodstock C. I.	168	113	28	10	18
Other places					
Aberfoyle	38	19	5	2	
Allandale	7	0	13	2	7
Alliston	42	30	34	18	16
Alvinston	42	17	13	4	2
Ameliasburg	58	28	20	7	
Amherstburg	31	10	21	6	10
Ancaster	38	12	22	5	15
Angus	11	6	13	10	3
Arkona	17	10	15	8	4
Avonmore	41	13	19	5	13
Ayr	24	19	9	6	2
Bancroft	21	3	5	1	
Bath	34	8	17	6	
Bayfield	23	7	20	5	6
Belle River	25	10	16	3	4
Beaverton	28	12	24	8	9
Beeton	21	15	16	7	9
Belmont	23	20	20	5	15
Bickbrook	28	16	13	6	5
Blackstock	20	5	11	2	
Blenheim	49	32	36	12	5
Blyth	29	16	12	6	2

2.—Admission of Candidates to Collegiate Institutes and High Schools.

Name of School.	Entrance Examination, June, 1897.		Public School Leaving Examination, June, 1898.		
	Examined.	Passed.	Examined.	Passed.	Passed Entrance on Public School Leav'g Papers.
Bobcaygeon	18	12	6	2	.....
Bolton	37	24	20	6	14
Bothwell	21	16	16	11	4
Bracebridge	38	20	27	13	.....
Bridgeburg	26	23	17	12	.....
Brigden	27	15	5	2	1
Bruce Mines	12	7	.....	.....	.....
Brussels	45	28	35	22	3
Burk's Falls	48	31	34	18	2
Burlington	32	19	10	1	1
Burritt's Rapids	13	3	6	2	3
Cannington	53	38	19	7	12
Cardinal	21	7	2	.....	2
Castleton	24	20	11	5	1
Charleston	27	14	21	9	12
Chatsworth	13	6	4	2	2
Chesley	62	33	28	13	12
Claremont	26	12	8	2	6
Clifford	11	11	10	7	3
Comber	28	15	.....	.....	.....
Cookstown	32	24	23	11	12
Courtright	28	12	7	3	1
Cremore	24	16	16	6	10
Crediton	20	13	7	3	2
Crosshill	10	6	11	3	0
Cumberland	20	10	8	4	4
Delhi	54	25	18	6	3
Delta	33	14	9	2	1
Drayton	28	23	12	9	3
Dresden	28	19	23	14	7
Drumbo	35	23	9	8	1
Dundalk	32	17	22	6	11
Dungannon	16	9	16	8	1
Durham	73	62	22	12	8
Eganville	43	29	42	20	22
Eglinton	17	11	6	.....	.....
Elmira	11	9	15	8	.....
Elmvale	20	7	8	2	6
Embro	39	36	13	8	.....
Erin	42	27	30	12	1
Exeter	51	27	45	22	9
Fenelon Falls	41	21	29	16	.....
Fingal	39	22	39	20	12
Flesherton	32	14	12	5	2
Flinton	4	3	3	3	.....
Florence	34	11	19	6	1
Fordwich	11	7	22	10	3
Glen Allan	11	8	5	2	3
Gore Bay	15	6	17	4	.....
Grand Bend	.....	.....	.....	.....	.....
Grand Valley	26	7	17	3	.....

2. Admission of Candidates to Collegiate Institutes and High Schools.

Name of School.	Entrance Examination, June, 1897.		Public School Leaving Examination, June, 1897.		
	Examined.	Passed.	Examined.	Passed.	Passed Entrance on Public School Leav'g Papers.
Hanover	6	4	21	14	7
Harrow	20	11	8	2	3
Hastings	14	6	8	3	.....
Hensall	31	14	14	9	2
Hepworth	18	4	3	1	.....
Highgate	28	18	8	7	.....
Hillsdale	9	5	6	3	.....
Horning's Mills	19	5	14	2	.....
Huntsville	23	9	13	5	8
Jarvis	25	15	17	9	8
Kimberley	12	8	6	2	3
Kingsville	35	16	16	4	7
Kintail	23	6	10	2	5
Kirkfield	51	17	27	9	.....
Lakefield	60	32	26	7	.....
Lanark	60	41	17	10	.....
Lancaster	24	16	10	4	.....
Little Current	11	3	7	6	1
Lion's Head	9	3	3	0	3
London East	226	69	112	24	14
Lucknow	28	23	13	5	.....
Manitowaning	11	6	5	2	3
Markdale	32	21	19	12	6
Marshville	34	27	22	8	1
Marsville	6	2	2	2	.....
Mattawa	18	12	13	4	1
Maxville	30	8	5	1	1
Merlin	20	12	18	12	3
Merrickville	36	19	19	2	17
Metcalfe	24	4	22	6	.....
Midland	23	13	17	8	9
Millbrook	65	31	25	11	14
Milton	76	50	57	26	4
Milverton	25	14	27	5	12
Minden	17	10	21	7	13
Moorefield	14	7	7	3	3
Mount Hope	19	17	11	8	3
Newboro	42	17	26	6	.....
New Hamburg	29	19	14	7	.....
Neustadt	5	5	2	1	1
North Augusta	16	5	3	.....	3
North Bay	27	18	35	18	2
Norwich	64	36	9	5	4
Oakwood	18	8	16	9	.....
Oil Springs	29	13	16	12	1
Orono	23	11	9	6	2
Paisley	59	41	33	12	.....
Pakenham	27	22	15	7	8
Palmerston	40	32	20	17	3
Parry Sound	40	23	24	13	3
Pelee Island	8	6	.....	.....	.....
Pelham S.S. No. 2	32	21	27	12	.....
Penetanguishene	13	12	7	3	4

2.—Admission of Candidates to Collegiate Institutes and High Schools.

Name of School.	Entrance Examination, June, 1898.		Public School Leaving Examination, June, 1898.		
	Examined.	Passed.	Examined.	Passed.	Passed Entrance on Public School Leav'g Papers.
Plantagenet	28	16	12	6	4
Plattsville	22	9	14	3	11
Port Stanley	27	18	16	3	13
Raleigh S.S. No. 10	20	12	9	8	1
Rat Portage	34	25	3	1	.....
Richmond	57	21	38	14	.....
Ridgeway	35	22	25	13	.....
Rockton	42	22	25	9	13
Rockwood	18	6	10	1	.....
Rodney	26	16	15	6	2
Rosemont	4	2	10	4	.....
Russell	20	9	16	5	6
Sault Ste Marie	53	38	23	12	11
Schrieber	8	2	.....	.....	.....
Selkirk	33	11	8	5	3
Sharbot Lake	21	4	22	6	0
Shelburne	23	7	15	3	0
South Finch	45	14	16	6	10
Sparta	22	14	11	3	8
Spencerville	21	5	9	3	6
Springfield	23	15	11	5	6
St. Helens	17	10	9	4	5
Stayner	31	20	24	11	13
Stoney Creek	37	17	7	3	3
Strabane	22	12	4	1	3
Strand	37	21	18	9	9
Sturgeon Falls	.....	.....	.....	.....	.....
Sudbury	21	14	13	10	.....
Sutton West	22	8	12	1	4
Tara	24	18	8	1	1
Tecumseth	30	9	8	3	.....
Teeswater	34	24	17	9	.....
Thamesville	46	30	26	12	5
Thedford	16	10	6	5	1
Thessalon	6	4	8	3	5
Thornbury	46	29	8	2	6
Tilbury Centre	31	18	20	8	10
Tiverton	12	7	7	1	.....
Tottenham	51	36	17	6	11
Tweed	44	35	19	14	.....
Uptergrove	31	21	12	6	6
Wallaceburg	67	45	33	21	9
Warkworth	38	15	27	8	.....
Waubaushene	33	26	11	5	.....
Webbwood	5	1	3	3	.....
West Lorne	32	12	12	3	4
Westport Separate School	25	14	18	8	.....
West Winchester	135	74	60	19	2
Wheatley	23	17	12	9	1
Wilkesport	21	15	5	1	.....
Wingham	55	39	40	23	7
Wolfe Island	29	8	14	1	.....

2.—Admission of Candidates to Collegiate Institutes and High Schools.

Name of School.	Entrance Examination, June, 1898.		Public School Leaving Examination, June, 1898.		
	Examined.	Passed.	Examined.	Passed.	Passed Entrance on Public School Leav'g Papers.
Wooler	25	16	21	13	4
Wroxeter	26	16	16	10	
Wyoming	49	33	31	14	12
Zurich	20	7	4	2	1
Summary :—					
Collegiate Institutes	5,305	3,288			
High Schools	6,088	3,307			
Other places	5,468	3,016			
Grand total	16,861	9,611	5,280	1,980	1,330
Comparison with June, 1897 :—					
Increase	477		702		130
Decrease		891		262	

APPENDIX G.—*TECHNICAL EDUCATION—PUBLIC AND FREE LIBRARIES, ART SCHOOLS AND SCIENTIFIC INSTITUTIONS.*

REPORT OF S. P. MAY, ESQ., M.D., C.L.H., SUPERINTENDENT OF PUBLIC LIBRARIES, ART SCHOOLS, ETC.

1. *Public Libraries.*

SIR,—I have the honor to submit herewith my report on the Public and Free Libraries, Art Schools, and Scientific Institutions receiving a share of the Government Grant, in the Province of Ontario, for the year ending 30th April, 1898.

At the present time there are 401 Public and Free Libraries, Art Schools, and Scientific Institutions, etc., receiving Government aid, in operation in this Province.

For the year ending 30th April, 1898, the following Institutions reported:

244 Public Libraries.
103 Free Libraries.
8 Art Schools.
9 Scientific Institutions, etc.

Total 364

The following Public Libraries did not report: Athens, Beamsville, Coboconk, Cartwright, Delaware, Elmsvale, Emsdale, Forks of the Credit, Glencoe, Hastings, Highgate, Hillsburg, Hornings Mills, Kimberley, Lion's Head, Logan (Mitchell P.O.), Lucille, Maxville, Mayflower (Watford, P.O.), Merrickville, Mono College (Orangeville, P.O.) St. Vincent (Meaford, P.O.) Trenton, Tweed, Walters Falls.—25

The following Public Libraries have been incorporated since the 30th of April 1898: Bracondale, Chalk River, Fort Francis, Haileybury, Harrington, New Sarum, Pelee Island, Princeton, Thornloe, Wabigoon.—10

The following Free Libraries did not report: Hanover, Sudbury.—2.

I inspected the following Public and Free Libraries, Art Schools, Literary and Scientific Institutions, etc., during the year: Acton, Alton, Atwood, Auburn, Aylmer, Bayham, Beaverton, Belfountain, Blyth, Bowmanville, Brighton, Brockville, F. L., Brockville, Art School, Brussels, Burlington, Clifford, Clinton, Dorchester, Durham, Erin Ethel, Fenelon Falls, Forks of the Credit, Garden Island, Georgetown, Goderich, Grantham, P. L. (St. Catharines, P.O.) Grimsby, Hamilton, F.L., Hamilton Art School, Hamilton Literary Association, Hanover, Hillsburg, Holyrood, Kinburn, Kincardine, Kingston, P. L, Kingston Art School, Little Britain, Listowel, London, F.L., London, Art School, Lucknow, Manilla, Mallorytown, Mildmay, Minden, Morriston, Mount Albert, Napanee, Oakwood, Odessa, Orono, Ottawa Art School, Ottawa French Canadian Institute, Ottawa Literary and Scientific Society, Ottawa Natural History Society, Ottawa St. Patricks Literary Association, Owen Sound, Port Stanley, Prescott, Richmond Hill, Ripley, Saltfleet (Stoney Creek, P.O.), Shallow Lake, Spencerville, Springfield, Stouffville, St. Thomas, F.L, St. Thomas, Art School, Teeswater, Tiverton, Thornhill, Underwood, Uxbridge, Waterdown, Walkerton, Wingham, Zephyr.

The following table shows the locality of every Public and Free Library in the Province.

I. —Public and Free Libraries in 1897-8

Counties and Districts.	Cities, Towns and Villages.	Counties and Districts.	Cities, Towns and Villages.
Addington	Camden, East.	Dufferin	Mono College.
"	Enterprise.	"	Orangeville.
"	Napanee Mills.	"	Primrose.
"	Newburgh.	"	Shelburne.
"	Odessa.	"	Violet Hill.
"	Tamworth.	Dundas	Chesterville.
Algoma	Chapleau.	"	Dundela.
"	Manitowaning.	"	Iroquois.
"	Port Arthur.	"	Morewood.
"	Rat Portage.	"	Morrisburg.
"	Richard's Landing.	"	Winchester.
"	Sault Ste. Marie.	Durham	Bowmanville.
"	Schreiber.	"	Millbrook
"	Sudbury.	"	Orono.
"	Thessalon.	"	Port Hope
"	Webbwood.	Elgin	Aylmer.
Brant	Brantford.	"	Bayham.
"	Burford.	"	Dutton.
"	Glenmorris	"	New Sarum.
"	Paris.	"	Port Stanley.
"	Scotland.		Rodney.
"	St. George.	"	St. Thomas.
Bruce	Bervie.	"	Shedden.
"	Cargill.	"	Sparta.
"	Chesley.	"	Springfield.
"	Hepworth	"	West Lorne.
"	Holyrood	Essex	Comber.
"	Kincardine.	"	Essex.
"	Lion's Head	"	Kingsville.
"	Lucknow	"	Leamington.
"	Mildmay.	"	Pelee Island.
"	Pais'ey.	"	Windsor.
"	Port Elgin	Frontenac	Garden Island.
"	Ripley	"	Kingston.
"	Riversdale	Glengarry	Lancaster.
"	Southampton.	"	Maxville.
"	Teeswater.	"	Williamstown.
"	Tara.	Grenville	Algonquin.
"	Tiverton.	"	Cardinal.
"	Underwood	"	Easton's Corners.
"	Walkerton.	"	Merrickville.
"	Westford.		North Augusta.
"	Wiarton.	"	Oxford Mills,
Carleton	Carp.	"	Prescott.
"	Kars.	"	Spencerville.
"	Kinburn.	Grey	Bognor.
"	Manotick.	"	Chatsworth.
"	North Gower.	"	Clarksburg.
"	Richmond.	"	Durham.
Dufferin	Horning's Mills.	"	Dundalk.
"	Lucille.	"	Flesherton.
"	Melancthon.	"	Holland Centre.
"	Mono Centre.	"	Kimberley.

PUBLIC AND FREE LIBRARIES.

Counties and Districts.	Cities, Towns and Villages.
Grey	Hanover.
"	Markdale.
"	Meaford.
"	Owen Sound.
"	Shallow Lake.
"	St. Vincent.
"	Thornbury.
"	Walter's Falls.
Haliburton	Minden.
Haldimand	Caledonia.
"	Cayuga.
"	Cheapside.
"	Dufferin.
"	Dunnville.
"	Hagersville.
"	Jarvis.
"	Nanticoke.
"	Victoria.
Halton	Acton.
"	Burlington.
"	Georgetown.
"	Milton.
"	Oakville.
Hastings	Belleville.
"	Deseronto.
"	Trenton.
"	Tweed.
Huron	Auburn.
"	Blyth.
"	Brussels.
"	Clinton.
"	Dungannon.
"	Ethel.
"	Exeter.
"	Fordwich.
"	Goderich.
"	Gorrie.
"	Hensall.
"	Seaforth.
"	St. Helen's.
"	Wingham.
"	Wroxeter.
Kent	Blenheim.
"	Bothwell.
"	Chatham.
"	Dresden.
"	Duart.
"	Highgate.
"	Tilbury.
"	Tilbury E.
"	Ridgetown.
"	Romney.
"	Thamesville.
"	Wallaceburg.
"	Wheatley.
Lambton	Arkona.
"	Aberarder.
Lambton	Alvinston.
"	Copleston.
"	Courtwright.
"	Forest.
"	Mayflower Watford P.O.
"	Oil Springs.
"	Point Edward.
"	Thedford.
"	Watford.
"	Wyoming.
Lanark	Allan's Mills.
"	Almonte.
"	Carleton Place.
"	Dalhousie.
"	Lanark.
"	Pakenham.
"	Perth.
"	Smith's Falls.
Leeds	Athens.
"	Brockville.
"	Gananoque.
"	Mallorytown.
Lennox	Napanee.
Lincoln	Beamsville.
"	Grantham.
"	Merritton.
"	Grimsby.
"	Niagara.
"	St. Catharines.
Manitoulin I	Gore Bay.
"	Little Current.
Middlesex	Ailsa Craig.
"	Belmont.
"	Coldstream.
"	Delaware.
"	Dorchester.
"	Glencoe.
"	London.
"	Lucan.
"	Melbourne.
"	Parkhill.
"	Strathroy.
"	Wardsville.
Muskoka	Bracebridge.
"	Burk's Falls.
"	Gravenhurst.
"	Huntsville.
"	Port Carling.
Nipissing	Copper Cliff.
"	Haileybury.
"	North Bay.
"	Thornloe.
Norfo k	Delhi.
"	Port Rowan.
"	Simcoe.
"	Waterford.
Northumberland	Brighton.

PUBLIC AND FREE LIBRARIES

Counties and Districts.	Cities, Towns and Villages.
Northumberland	Campbellford.
"	Cobourg.
"	Cold Springs.
"	Colborne.
"	Fenella.
"	Hastings.
"	Warkworth
Ontario	Beaverton.
"	Brooklin.
"	Brougham.
"	Cannington.
"	Claremont.
"	Oshawa.
"	Pickering.
"	Port Perry.
"	Sunderland.
"	Uxbridge.
"	Whitby.
"	Zephyr.
Oxford	Embro.
"	Harrington.
"	Ingersoll.
"	Kintore.
"	Plattsville.
"	Norwich,
"	Otterville.
"	Princeton.
"	Tavistock.
"	Tilsonburg.
"	Thamesford.
"	Woodstock.
Parry Sound	Emsdale.
"	Parry Sound.
"	South River.
"	Sundridge.
"	Trout Creek.
Peel	Alton.
"	Belfountain.
"	Bolton.
"	Brampton.
"	Caledon.
"	Cheltenham.
"	Claude
"	Forks of the Credit.
"	Inglewood.
"	Mono Road.
"	Mono Mills.
"	Port Credit.
"	Streetsville.
Perth	Atwood.
"	Listowel.
"	Logan.
"	Milverton.
"	Mitchell.
"	St. Marys.
"	Stratford.
Peterborough	Lakefield.
"	Norwood.
"	Peterborough.
Prince Edward	Bloomfield.
"	Picton.
Rainy River	Dryden.
"	Fort Francis.
"	Wabigoon.
Renfrew	Admaston.
"	Arnprior.
"	Burnstown.
"	Calabogie.
"	Chalk River.
"	Douglas.
"	Pembroke.
"	Renfrew.
"	White Lake.
Russell	Russell.
"	Vars
Stormont	Cornwall.
Simcoe	Allison.
"	Angus.
"	Barrie.
"	Beeton.
"	Bradford.
"	Coldwater.
"	Collingwood.
"	Cookstown.
"	Creemore.
"	Elmvale.
"	Midland.
"	Orillia.
"	Penetanguishene.
"	Stayner.
"	Tottenham.
Victoria	Bobcaygeon.
"	Coboconk.
"	Fenelon Falls.
"	Kinmount.
"	Kirkfield.
"	Little Britain.
"	Lindsay.
"	Manilla.
"	Oakwood.
"	Omemee.
"	Woodville.
Waterloo	Ayr.
"	Baden.
"	Berlin.
"	Elmira.
"	Floradale.
"	Galt.
"	Hespeler.
"	Linwood.
"	New Hamburg.
"	Preston.

PUBLIC AND FREE LIBRARIES.

Counties and Districts.	Cities, Towns and Villages.	Counties and Districts.	Cities, Towns and Villages.
Waterloo	Waterloo.	Wellington	Rockwood.
Welland	Fonthill.	Wentworth	Dundas.
"	Fort Erie.	"	Hamilton.
"	Niagara Falls.	"	Lynden.
"	Niagara Falls South.	"	Waterdown.
"	Port Colborne.	York	Aurora.
"	Ridgeway.	"	Bracondale.
"	Thorold.	"	Don.
"	Welland,	"	Highland Creek.
Wellington	Alma.	"	Islington.
"	Arthur.	"	King.
"	Bellwood.	"	Maple.
"	Clifford.	"	Markham.
"	Drayton.	"	Mount Albert.
"	Elora.	"	Newmarket.
"	Erin.	"	Queensville.
"	Ennotville.	"	Richmond Hill.
"	Fergus.	"	Scarborough.
"	Glen Allen.	"	Stouffville.
"	Grand Valley.	"	Thornhill.
"	Guelph.	"	Toronto.
"	Harriston.	"	Toronto Junction.
"	Hillsburg.	"	Vandorf.
"	Morriston.	"	Weston.
"	Mount Forest.	"	Woodbridge.
"	Palmerston.		

The above list may be classified as follows :

Public Libraries reporting	244	
Free Libraries reporting	103	
Public Libraries not reporting	25	
Free Libraries not reporting	2	
Public Libraries incorporated since 30th April, 1898	10	
		384

I. PUBLIC LIBRARIES REPORT.

The following extracts are taken from the annual reports for the year ending 30th April, 1898. (For details see Tables A and B):

1. Classification of Public Libraries Reporting 1897-98.

Public Libraries, with libraries, reading-rooms, and evening classes...	3
" " " " and reading rooms.....	137
" " " " only.....	104
Total.....	244

2. Public Libraries—Receipts and Balances on hand.

The total receipts of Public Libraries was.....	$76,509 01
Balances on hand.....	5,290 05

3. Public Libraries—Expenditure.

The total expenditure of 244 Public Libraries was. $71,218 96

4. Public Libraries—Assets and Liabilities.

Assets of 244 Public Libraries.....	$353,999 68
Liabilities of 244 Public Libraries.....	12,560 15

5. Number of Members in Public Libraries.

244 Public Libraries have 30,854 members.

6. Number of Volumes in Public Libraries and Number of Volumes issued

Number of volumes in 244 Libraries.....	417,643
Number of volumes issued in 244 Libraries.....	714,522

7. Reading rooms in Public Libraries.

140 Libraries reporting have readings rooms.
140 Libraries subscribed for 3,182 newspapers and periodicals.

8. Evening Classes in Public Libraries.

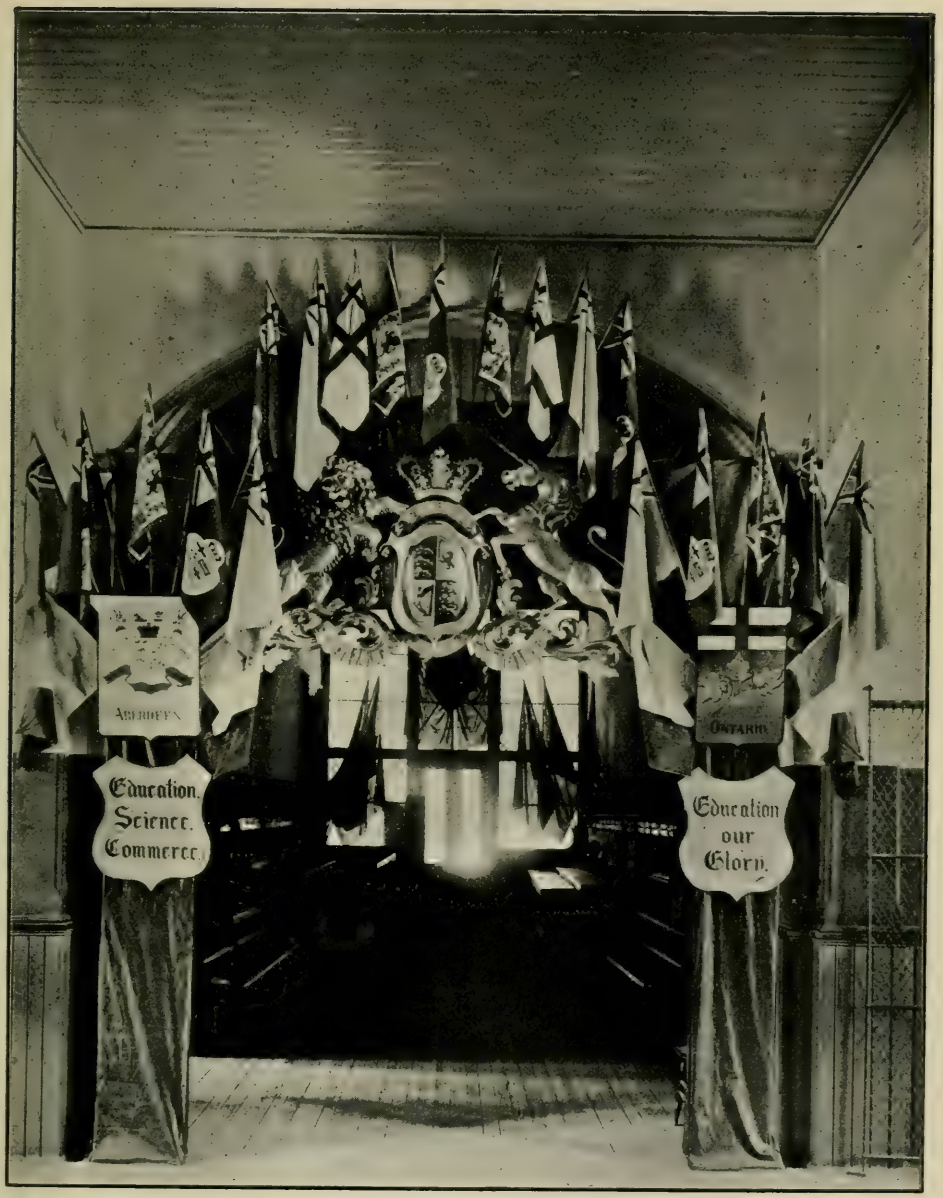
2 Libraries had 79 pupils in the drawing courses.

The following abstract shows the proportionate number of volumes in each library.

2. Proportionate Number of Volumes in Public and Free Libraries.

Libraries with less than 250 Volumes.

Bayham, Dalhousie (McDonald's Corners P.O.) Dryden, Dundela, Kinmount, Melancthon, Minden, Morewood, Mount Albert, Richard's Landing, South River, Spencerville, Trout Creek, Webbwood, Zephyr.



No. 1.—ENTRANCE TO PROVINCIAL INDUSTRIAL ART EXHIBITION AT THE NORMAL SCHOOL, OTTAWA, OPENED TO THE PUBLIC BY HIS EXCELLENCY THE GOVERNOR-GENERAL ON 18TH MAY, 1898.

No. 2.—EXHIBITS FROM BROCKVILLE AND TORONTO ART SCHOOLS, AND LORETTO ABBEY, TORONTO.

Libraries with over 250 and less than 500 Volumes.

Allan's Mills, Alma, Angus, Auburn, Brougham, Burnstown, Calabogie, Chesterville, Cookstown, Copleston, Dorchester, Douglas, Fenella, Glen Allen, Kintore, Lakefield, Linwood, Mallorytown, Maple, Mona Mills, Napenee Mills, North Augusta, Odessa, Otterville, Pakenham, Port Stanley, Primrose, Riversdale, Rodney, Scotland, Shallow Lake, Sundridge, Thornhill, Vars, West Lorne, White Lake.

Libraries with over 500 and less than 1,000 Volumes.

Admaston, Algonquin, Alvinston, Atwood, Beaverton, Belmont, Belwood, Bervie, Bloomfield, Brooklin, Burford, Burks Falls, Camden East, Cargill, Carp, Cayuga, Cheapside, Clarksburg, Cold Springs, Coldstream, Coldwater, Comber, Copper Cliff, Creemore, Don, Dresden, Dutton, Easton's Corners, Enterprise, Grantham (St. Catharines P.O.) Hepworth, Holland Centre, Kars, Kinburn, Kingsville, Lanark, Little Britain, Little Current, Lynden, Manitowaning, Melbourne, Merritton, Midland, Mildmay, Millbrook, Milverton, Mono Centre, Morriston, Nanticoke, Oakwood, Ornemee, Orono, Parry Sound, Plattsville, Port Credit, Port Carling, Richmond, Ridgeway, Rockwood, Schreiber, Sheddon, Springfield, St. Helens, Tamworth, Thedford, Thessalon, Thornbury, Tilbury, Tiverton, Violet Hill, Wallaceburg, Warkworth, Westford, Wheatley, Williamstown, Winchester.

Libraries with over 1,000 and less than 1,500 Volumes.

Acton, Alliston, Blyth, Bognor, Bothwell, Caledonia, Cardinal, Chapleau, Chesley, Delhi, Dufferin (Clanbrassil P.O.) Dungannon, Erin, Ethel, Flesherton, Floradale, Fordwich, Gore Bay, Gorrie, Gravenhurst, Hagersville, Hensall, Highland Creek, Holyrood, Inglewood, Iroquois, Islington, King, Kirkfield, Lake Charles, Lancaster, Leamington, Manilla, Manotick, North Bay, North Gower, Norwood, Oil Springs, Oxford Mills, Palmerston, Parkhill, Pembroke, Pickering, Picton, Port Colborne, Port Perry, Port Rowan, Queensville, Ripley, Romney, Russell, Sault Ste. Marie, Shelburne, Stayner, Sunderland, Tara, Thamesford, Wardsville, Waterford, Woodbridge.

Libraries with over 1,500 and less than 2,000 Volumes.

Ailsa Craig, Arkona, Arnprior, Beeton, Belfountain, Bobcaygeon, Bradford, Brighton, Burlington, Caledon, Cannington, Claremont, Duart, Dundalk, Essex, Georgetown, Glenmorris, Grand Valley, Huntsville, Listowel, Markdale, Mono Road, Newburgh, New Hamburg, Newmarket, Niagara Falls South, Port Arthur, Rat Portage, Sparta, Tilbury E., Tilsonburg, Tottenham, Underwood, Vandorf, Victoria (Caledonia P.O.) Walkerton, Waterdown, Watford, Woodville, Wyoming.

Libraries with over 2,000 and less than 2,500 Volumes.

Aurora, Baden, Bolton, Bracebridge, Brussels, Chatsworth, Cheltenham, Claude, Colborne, Cornwall, Deseronto Drayton, Dunnville, Elmira, Ennotville (Barnett P.O.) Fonthill, Fort Erie, Gananoque, Jarvis, Lindsay, Lucknow, Meaford, Morrisburg, Oshawa, Point Edward, Tavistock, Thamesville, Toronto Junction, Weston, Whitby, Wiarton.

Libraries with over 2,500 and less than 3,000 Volumes.

Aberarder, Almonte, Arthur, Blenheim, Bowmanville, Carleton Place, Clifford, Cobourg, Hespeler, Markham, Mount Forest, Oakville, Orangeville, Port Elgin, Renfrew, Richmond Hill, Streetsville, Teeswater, Wingham.

Libraries with over 3,000 and less than 3,500 Volumes.

Aylmer, Brampton, Campbellford, Durham, Exeter, Fenelon Falls, Forest, Ingersoll, Mitchell, Napanee, Norwich, Paisley, Ridgetown, Southampton, Stouffville, Stratford, Welland.

Libraries with over 3,500 and less than 4,000 Volumes.

Ayr, Barrie, Belleville, Clinton, Embro, Goderich, Harriston, Kincardine, Orillia, Perth, Port Hope, Prescott, Smith's Falls, Wroxeter.

Libraries with over 4,000 and less than 5,000 Volumes.

Alton, Collingwood, Fergus, Galt, Garden Island, Grimsby, Milton, Niagara, Niagara alls, Owen Sound, Penetanguishene, Scarboro, Simcoe, Strathroy, St. George, St. Marys, horold, Woodstock.

Libraries with over 5,000 and less than 6,000 Volumes.

Chatham, Kingston, Preston, Seaforth, Uxbridge.

Libraries with over 6,000 and less than 8,000 Volumes.

Berlin, Dundas, Paris, St. Catharines, St. Thomas, Waterloo, Windsor.

Libraries with over 8,000 and less than 10,000 Volumes.

Brockville, Elora, Guelph, Peterborough.

Libraries with over 10,000 and less than 20,000 Volumes.

Brantford, London, Lucan.

Libraries with over 20,000 and less than 30,000 Volumes

Hamilton.

Libraries with over 100,000 Volumes

Toronto.

TABLE A.—Receipts and Expenditure, Assets and Liabilities, etc., of Public Libraries for the year ending 30th April, 1898.

Public Libraries.	Receipts.	Expenditure.	Balances on hand.	Number of members.	Number of volumes in libraries.	Number of volumes issued.	Number of newspapers and periodicals.	Number of pupils in evening classes.	Assets.	Liabilities.
	$ c.	$ c.	$ c.						$ c.	$ c.
1 Aberarder	421 23	421 23	....	124	2,610	3,010	25	....	1,841 00	82 48
2 Admaston	27 00	25 91	1 09	136	815	889	.....	....	321 09	....
3 Allan's Mills ..	60 85	59 51	1 34	102	310	585	.....	....	201 34	....
4 Alliston	214 41	199 44	14 97	120	1,427	2,685	.....	....	1,063 97	....
5 Alma	198 58	180 38	18 20	103	325	1,588	....	....	208 33	.....
6 Almonte	768 75	519 86	248 89	148	2,715	6,815	21	....	2,703 71	....
7 Arkona	359 16	358 00	1 16	103	1,597	1,551	24	....	1,101 16	100 00
8 Arthur	195 14	185 96	9 18	113	2,542	2,445	20	....	1,784 18	.....
9 Atwood.....	152 05	149 33	2 72	119	638	7,294	....	....	389 73	....
10 Auburn	292 18	285 15	7 03	104	378	794	13	....	251 89	140 00
11 Aurora.....	364 53	356 86	7 67	130	2,407	6,594	6	....	3,738 42	979 38
12 Ayr.....	235 55	225 81	9 74	165	3,764	5,420	24	....	1,609 00	....
13 Baden	294 20	285 27	8 93	98	2,257	1,972	20	....	1,291 27	40 00
14 Barrie	841 72	840 38	1 34	280	3,915	9,324	33	....	4,301 34	125 00
15 Bayham	134 73	134 18	55	113	164	453	....	....	108 17	....
16 Beaverton	298 14	297 96	18	105	911	1,798	13	....	774 96	95 00
17 Belleville.....	1,903 99	1,888 63	15 36	200	3,536	2,800	26	....	4,315 36	350 00
18 Belmont	98 82	94 11	4 71	113	974	2,343	....	....	799 65	....
19 Belwood	147 64	146 04	1 60	110	633	1,767	.....	....	401 60	20
20 Bervie	84 83	80 95	3 88	54	674	1,518	....	....	229 85	....
21 Blenheim	612 44	611 37	1 07	171	2,744	4,700	22	....	2,030 07	135
22 Bloomfield	401 85	401 79	06	214	906	6,566	22	....	625 95	1
23 Blyth	130 90	104 80	26 10	106	1,311	949	27	....	1,032 10	.....
24 Bobcaygeon ...	492 03	256 55	235 48	100	1,928	2,891	16	..	1,757 66	.....
25 Bognor.....	177 92	143 83	34 09	104	1,127	3,246	....	....	792 78	....
26 Bolton	327 75	326 56	1 19	137	2,232	7,186	22	....	1,531 19	28 47
27 Bowmanville ..	543 42	532 39	11 03	192	2,952	5,144	35	...	2,816 03	29 85
28 Bracebridge ...	501 75	474 50	27 25	138	2,134	5,597	21	...	2,577 25	25 00
29 Bradford	281 72	250 05	31 67	105	1,603	2,202	....	....	1,188 57	123 50
30 Brighton	194 90	192 32	2 58	137	1,504	1,019	20	....	802 58	82 50
31 Brooklin	294 60	290 64	3 96	140	886	2,290	.....	..	404 07	76 49
32 Brougham	34 00	4 00	30 00	58	315	400	....	....	356 00	....
33 Brussels	275 58	182 32	93 26	103	2,022	1,911	21	..	731 26	55 00
34 Burford	343 04	343 04	.....	106	856	2,557	18	....	604 00	30 87
35 Burlington	244 89	218 49	26 40	103	1,589	2,060	2	....	1,221 40	55 00
36 Burnstown	81 97	81 97	....	104	284	967	.....	....	195 00	20 00
37 Calabogie ...	3 92	....	3 92	47	254	666	.....	....	138 95	.....
38 Campbellford ..	379 15	330 33	48 82	157	3,404	4,326	21	....	1,773 82	55 00
39 Cannington ...	320 82	315 22	5 60	102	1,669	4,205	20	..	1,464 60	.....
40 Cargill	168 68	159 82	8 86	104	740	2,426	.....	....	373 86	.....
41 Carp.....	198 50	167 79	30 71	101	548	1,317	....	....	393 65	.....
42 Chapleau.....	369 48	238 95	130 53	109	1,208	1,131	30	...	3,979 69	.....
43 Chatsworth ...	179 52	168 28	11 24	101	2,014	3,328	....	....	1,432 74	.....
44 Cheapside.....	145 19	127 21	17 98	108	900	1,097	.....	....	567 77	....
45 Cheltenham ...	163 57	150 30	13 27	150	2,017	2,280	....	....	1,746 57	45 00
46 Chesley	482 46	414 36	68 10	131	1,196	2,935	34	....	600 00	.....
47 Claremont	236 15	230 49	5 66	106	1,534	1,997	.....	....	995 93	.....
48 Clarksburg	310 30	249 07	61 23	157	721	2,132	7	....	782 72	18 28
49 Claude.....	212 06	180 46	31 60	103	2,140	1,735	.....	....	1,681 60	....
50 Clifford	208 46	208 46	....	115	2,596	1,387	....	....	816 52	60 31
51 Clinton	617 76	617 76	.....	110	3,544	3,430	25	...	3,500 00	123 22
52 Cobourg.....	542 10	537 77	4 33	188	2,569	7,748	33	....	1,254 33	140 00
53 Colborne	105 40	92 55	12 85	127	2,279	2,005	.....	....	947 85	....
54 Cold Springs ..	82 98	78 45	4 53	110	783	803	....	....	691 34	40 00
55 Coldstream....	181 37	178 98	2 39	150	986	2,270	17	....	517 39	....
56 Coldwater.....	292 25	291 30	95	170	642	2,884	20	....	415 07	100 00
57 Comber	357 02	308 81	48 21	100	701	2,442	19	....	461 69	....

TABLE A.—Receipts and Expenditure, Assets and Liabilities of Public Libraries for the year ending 30th April, 1898.

Public Libraries.	Receipts.	Expenditure.	Balances on hand.	Number of members.	Number of volumes in libraries.	Number of volumes issued.	Number of newspapers and periodicals.	Number of pupils in evening classes.	Assets.	Liabilities.
	$ c.	$ c.	$ c.						$ c.	$ c.
58 Cookstown ..	231 85	209 93	21 92	140	441	1,514	....	....	235 69	100 00
59 Copleston	93 46	91 29	21 17	117	275	197	....	....	142 17	....
60 Copper Cliff..	256 49	254 74	1 75	107	830	604	....	....	486 75	....
61 Dalhousie(McDonald's Corners P.O.) ..	25 00	22 99	2 01	100	228	421	....	....	87 01	....
62 Don	103 90	102 48	1 42	100	542	682	....	....	288 14	....
63 Dorchester ..	258 86	250 39	8 47	164	477	1,252	....	....	223 47	70 00
64 Douglas	100 43	99 49	94	113	433	1,135	....	....	227 68	....
65 Dresden.	141 79	138 55	3 24	106	739	2,123	....	....	444 68	23 00
66 Dryden	131 55	131 15	40	101	213	370	12	....	66 25	....
67 Duart.....	204 46	158 14	46 32	102	1,758	3,635	....	....	1,237 83	....
68 Dufferin(Clanbrassil P.O.)	155 77	32 30	123 47	71	1,105	863	....	....	988 46	....
69 Dundalk	386 98	385 51	1 47	117	1,920	4,953	50	....	1,501 47	....
70 Dundas	839 37	818 68	20 69	155	6,440	4,674	38	....	5,270 69	....
71 Dundela	20 75	20 57	18	112	129	554	....	....	33 75	2 50
72 Dungannon ..	220 78	208 19	12 59	102	1,137	1,188	18	....	593 53	....
73 Dunville	270 81	257 94	12 87	113	2,428	6,501	....	....	1,029 40	6 59
74 Durham	425 72	255 59	170 13	117	3,432	4,543	36	....	3,870 13	....
75 Easton's Cor's	281 21	277 46	3 75	104	514	2,267	....	....	343 09	....
76 Elmira	299 47	299 47	....	103	2,383	1,953	24	....	1,590 05	....
77 Elora	531 93	507 78	24 15	138	8,433	7,060	24	....	8,274 15	....
78 Embro	323 44	322 17	1 27	103	3,865	4,055	23	....	3,453 83	....
79 Ennotville (Barnett P.O)	161 51	99 24	62 27	108	2,345	702	....	....	2,825 08	....
80 Essex	436 02	428 49	7 53	113	1,745	2,051	24	....	2,052 26	40 00
81 Ethel	145 64	126 79	18 85	131	1,072	1,331	....	....	688 47	....
82 Fenella	21 52	10 35	11 17	50	460	315	....	....	161 17	....
83 Fenelon Falls.	358 70	349 92	8 78	124	3,143	3,903	34	....	2,419 93	....
84 Fergus	374 91	374 67	24	122	4,122	4,610	17	....	5,331 98	....
85 Flesherton ..	233 08	233 08	....	132	1,055	1,177	38	....	530 00	54 91
86 Floradale	162 38	156 43	5 95	118	1,179	1,709	8	....	620 95	....
87 Fonthill.....	483 55	482 56	99	104	2,310	1,447	20	....	1,898 20	131 60
88 Fort Erie	183 82	166 57	17 25	103	2,139	2,173	....	....	1,295 39	7 00
89 Galt	879 64	719 04	160 60	352	4,292	10,850	37	..	6,416 60	....
90 Gananoque ..	522 42	620 13	2 29	235	2,178	10,577	39	..	1,414 77	....
91 Glen Allan ..	156 37	154 46	1 91	104	499	1,000	....	..	287 90	....
92 Glenmorris ..	231 25	231 25	....	103	1,768	1,394	15	....	1,373 00	33 10
93 Goderich	443 27	436 26	7 01	131	3,645	12,954	38	....	3,560 46	....
94 Grand Valley.	200 96	194 29	6 67	137	1,624	1,806	....	....	996 67	....
95 Grantham (St. Catharine's P.O.)	249 98	241 23	8 75	106	554	935	....	....	345 40	50 00
96 Grimsby	395 39	395 39	....	128	4,643	5,052	20	....	4,650 00	2 32
97 Harriston ...	847 06	846 06	1 00	134	3,580	2,527	24	....	2,221 00	244 20
98 Hensall	171 80	136 47	35 33	103	1,091	1,029	....	....	854 15	....
99 Hepworth	133 90	133 86	04	101	592	910	....	....	290 68	....
100 Hespeler	362 51	250 18	112 33	191	2,719	4,349	22	....	2,552 33	....
101 Highland Cr'k	150 47	146 26	4 21	113	1,340	2,850	....	....	1,046 21	....
102 Holland C'tre	104 70	104 70	.. .	103	550	720	....	....	408 63	....
103 Huntsville.	471 40	434 33	37 07	100	1,504	3,536	18	....	977 07	14 22
104 Inglewood....	161 93	149 94	11 99	104	1,377	2,801	....	....	1,040 36	....
105 Islington	43 00	40 95	2 05	124	1,056	749	....	....	468 30	....

TABLE A.—Receipts and Expenditure, Assets and Liabilities of Public Libraries for the year ending 30th April, 1898.

Public Libraries.	Receipts.	Expenditure.	Balances on hand.	Number of members.	Number of volumes in libraries.	Number of volumes issued.	Number of newspapers and periodicals.	Number of pupils in evening classes.	Assets.	Liabilities.
	$ c.	$ c.	$ c.						$ c.	$ c.
106 Jarvis	473 39	374 92	98 47	113	2,147	4,091	23	....	1,153 47	259 00
107 Kars	195 34	193 58	1 76	122	936	2,100	.. ..	....	482 01	....
108 Kinburn	145 04	43 47	1 57	130	750	1,548	.....	....	315 41	35 00
109 Kincardine	497 04	481 50	15 54	197	3,940	10,829	28	....	3,620 54	281 00
110 King City	192 00	177 44	14 56	120	1,006	982	.. ..	....	445 79	.....
111 Kingston	1,415 90	1,381 87	34 03	240	5,752	16,374	49	....	4,489 53	.....
112 Kinmount	142 55	141 12	1 43	...	178	433	16	....	125 93	42 83
113 Kintore	136 85	136 85	.....	148	455	920	....	....	310 00	94 90
114 Kirkfield	413 68	401 50	12 18	131	1,181	1,841	12	....	367 18	90 00
115 Lake Charles	105 31	105 31	.....	100	1,331	3,019	10	....	908 85	.....
116 Lindsay	711 29	701 17	10 12	131	2,302	2,649	45	....	2,285 12	450 00
117 Linwood	44 06	31 09	12 97	42	457	357	.....	....	301 47	.....
118 Listowel	395 80	385 12	10 68	135	1,982	4,195	25	....	1,414 68	358 90
119 Little Britain	317 37	310 29	7 08	138	877	1,578	27	....	774 81	....
120 Lucknow	351 16	344 92	6 24	109	2,190	2,835	26	....	1,031 24	100 00
121 Lynden	301 81	299 06	2 75	117	676	1,225	.....	....	330 43	65 00
122 Mallorytown	217 39	214 09	3 30	103	443	417	.....	....	211 95	100 00
123 Manilla	248 66	221 33	27 33	102	1,321	2,127	....	....	878 38	....
124 Manitowaning	364 95	361 74	3 21	112	656	2,613	.....	....	323 54	102 23
125 Manotick	190 23	186 09	4 14	105	1,320	2,530	.....	....	821 01	....
126 Maple	52 73	52 70	03	104	260	808	.....	....	165 00	.....
127 Markdale	516 10	510 50	5 60	149	1,769	3,284	20	....	1,582 60	.....
128 Markham	211 59	200 80	10 79	102	2,547	3,632	.....	....	1,960 79	45 00
129 Meaford	238 79	214 15	24 64	107	2,352	2,837	12	....	2,639 64	.....
130 Melancthon	69 13	57 99	11 14	106	115	867	.....	....	97 51	11 38
131 Melbourne	100 65	95 19	5 46	79	705	1,812	....	....	480 46	14 53
132 Midland	288 77	288 46	31	115	700	1,953	18	....	574 31	142 46
133 Mildmay	149 93	149 93	.....	125	780	1,428	16	....	275 00	20 00
134 Milton	295 71	253 35	42 36	109	4,253	3,107	15	....	4,750 00	.....
135 Minden	120 80	113 17	7 63	141	193	266	31	....	166 93	2 00
136 Mono Mills	109 53	34 97	74 56	25	441	25	.. ..	....	213 57	.....
137 Mono Road	.....	.....	.....	73	1,646	3,327	....	....	1,376 33	.....
138 Morewood	9 18	9 18	.....	46	183	230	.....	....	160 00	40 82
139 Morrisburg	403 11	400 67	1 44	124	2,027	4,261	29	....	1,192 44	.....
140 Morriston	77 09	75 25	1 84	108	638	1,679	3	....	503 36	45 00
141 Mount Albert	74 25	73 52	73	118	177	.....	.....	....	111 41	36 68
142 Mount Forest	365 66	317 89	47 77	235	2,811	3,290	20	....	2,237 00	.....
143 Nanticoke	209 76	209 76	.....	131	977	1,952	.. ..	....	661 39	18 79
144 Napanee	497 79	488 83	8 96	167	3,360	9,879	28	....	1,158 96	170 80
145 Napanee Mills	57 90	52 40	5 50	143	390	697	.....	....	168 23	.....
146 New Hamburg	283 11	196 58	86 53	103	1,700	1,765	19	....	1,306 53	75 52
147 Newmarket	354 04	321 28	32 76	116	1,544	2,924	.....	....	1,150 04	76 65
148 Niagara	309 73	309 73	.....	119	4,507	4,730	27	....	4,700 00	10 73
149 Niagara Falls	811 05	632 15	178 90	310	4,564	7,357	27	...	6,178 05	.....
150 North Gower	220 57	216 01	4 56	107	1,281	3,017	.....	....	624 56	.....
151 Norwich	321 69	303 70	17 99	118	3,255	3,123	16	....	2,207 99	.....
152 Norwood	255 61	230 98	24 63	150	1,402	1,303	18	....	749 63	.....
153 Oakville	321 69	320 23	1 46	119	2,837	2,851	.....	....	2,488 46	50 00
154 Oakwood	299 70	292 58	7 12	121	604	991	29	....	322 44	145 07
155 Odessa	299 94	296 90	3 04	130	432	816	16	....	258 03	125 00
156 Omemee	255 01	198 36	56 65	133	864	2,237	21	....	691 71	187 85
157 Orangeville	453 53	447 51	6 02	130	2,608	3,914	39	....	2,646 02	75 00
158 Orillia	776 36	776 09	27	232	3,508	6,861	25	....	3,803 57	268 00
159 Orono	205 55	202 52	3 03	216	828	2,778	.....	....	730 25	73 00
160 Oshawa	753 10	751 06	2 04	115	2,189	4,011	30	...	1,362 04	210 00
161 Otterville	122 70	120 34	2 36	137	269	1,812	.....	....	159 38	38 25
162 Owen Sound	566 28	473 99	92 29	238	4,265	13,544	30	....	5,292 29	.....

TABLE A.—Receipts and Expenditure, Assets and Liabilities of Public Libraries for the year ending 30th April, 1898.

Public Libraries.	Receipts.	Expenditure.	Balances on hand.	Number of Members.	Number of volumes in Libraries.	Number of volumes issued.	Number of newspapers and periodicals.	Number of pupils in evening classes.	Assets.	Liabilities.
	$ c	$ c	$ c						$ c	$ c
163 Oxford Mills..	123 46	115 83	7 63	102	1,012	4,150	....	..	741 18	....
164 Paisley	492 33	457 89	34 44	290	3,431	6,431	24	..	4,140 00	12 92
165 Pakenham....	140 61	137 30	3 31	101	268	694	12	....	178 31	....
166 Palmerston ..	286 86	286 86	.....	133	1,082	2,639	26	..	700 00	200 00
167 Paris	634 37	633 37	1 00	153	1,278	5,817	36	..	10,812 40	....
168 Pembroke	1,083 82	1,000 00	83 82	168	6,410	7,576	20	..	1,435 21	331 91
169 Perth	490 82	489 83	99	190	3,878	7,423	17	....	1,900 99	....
170 Peterboro'....	1,325 08	1,318 42	6 66	382	8,522	15,497	98	18	10,522 43	....
171 Pickering ...	289 32	216 42	72 90	123	1,231	2,530	....	....	1,022 90	....
172 Picton	559 56	493 86	65 70	185	1,475	4,712	20	..	890 70	.....
173 Plattsville	153 50	129 94	23 56	100	704	2,102	12	....	436 10	.....
174 Point Edward	147 62	112 04	35 58	78	2,464	2,482	12	....	2,958 58	....
175 Port Arthur..	367 20	367 16	04	148	1,660	7,204	18	....	1,425 00	325 00
176 Port Credit...	170 96	166 19	4 77	142	584	1,509	....	....	391 58	.....
177 Port Elgin....	215 37	190 70	24 67	107	2,648	3,237	17	....	1,524 67	.....
178 Port Hope....	845 65	845 65	.....	126	3,891	8,121	34	....	3,403 00	307 08
179 Port Perry ..	465 65	451 82	13 83	110	1,292	3,225	13	....	963 83	89 59
180 Port Stanley..	353 34	330 72	22 62	106	452	1,417	17	....	265 90	....
181 Primrose	115 90	114 81	1 09	105	450	1,322	....	....	251 09	27 54
182 Preston	585 14	533 14	52 00	119	5,437	3,865	37	....	5,902 00	....
183 Queensville ..	238 17	233 46	4 71	110	1,360	2,986	....	....	790 26	55 00
184 Rat Portage ..	866 24	818 32	47 92	119	1,517	3,510	28	....	1,015 42	57 00
185 Richard's Landing....	53 23	53 23	.....	63	.....	.....	6	....	51 50	....
186 Richmond ...	146 25	142 63	3 62	100	697	1,572	....	....	402 45	....
187 Ridgetown ..	485 83	482 43	3 40	131	3,089	4,181	17	....	4,297 22	....
188 Ripley	247 19	234 50	12 69	107	1,378	1,366	....	....	1,164 38	24 75
189 Riverdale	103 14	103 14	.....	106	481	729	1	....	247 53	6 24
190 Rockwood....	172 38	168 98	3 40	110	668	2,469	14	....	338 80	....
191 Rodney	114 87	103 05	11 82	182	332	648	22	....	370 32	59 50
192 Romney	225 90	205 55	20 35	107	1,316	1,223	2	....	1,006 60	6 50
193 Russell	209 19	170 96	38 23	112	1,005	1,463	21	..	1,388 23	6 00
194 Scarboro	289 87	276 89	12 98	100	4,058	2,782	....	....	3,147 98	....
195 Schreiber	755 68	722 40	33 28	101	796	2,612	12	....	1,879 04	100 00
196 Scotland	256 17	224 51	31 66	100	457	2,160	21	....	315 38	.....
197 Seaforth	740 27	723 50	16 77	248	5,001	13,077	20	..	5,086 77	800 00
198 Shallow Lake.	224 87	221 56	3 31	104	405	805	....	..	220 38	141 32
199 Shedden	220 92	217 49	3 43	104	581	756	....	..	305 53	135 00
200 Southampton .	200 56	101 52	99 04	124	3,352	3,500	....	....	2,821 34	.....
201 South River..	109 75	105 22	4 53	110	174	141	....	....	132 66	.....
202 Sparta	380 99	278 17	102 82	144	1,602	4,038	....	....	1,287 62	32 50
203 Spencerville...	9 50	.....	9 50	111	150	.....	....	....	109 50	.....
204 Springfield ..	243 09	234 31	8 78	121	776	1,623	....	....	526 02	260 52
205 Stouffville ...	513 00	500 27	12 73	112	3,247	2,010	25	....	3,272 73	.....
206 Strathroy	591 10	591 10	.....	254	4,800	8,375	26	....	4,700 00	67 63
207 Streetsville'..	384 06	384 06	.....	118	2,985	1,717	17	....	2,650 00	173 64
208 St. George .	428 45	422 34	6 11	161	4,012	3,965	18	....	4,409 90	....
209 St. Helens....	246 02	240 79	5 23	110	927	1,125	20	....	527 97	35 00
210 Sunderland...	284 35	250 51	33 84	102	1,107	1,465	21	....	734 18	....
211 Tara	329 28	268 41	60 87	124	1,408	2,102	20	....	1,515 15	.....
212 Tavistock	383 18	313 52	69 66	106	2,048	3,572	26	....	1,269 75	....
213 Teeswater	461 22	379 87	81 35	116	2,847	2,993	29	....	2,031 35	.....
214 Thamesford..	276 46	263 26	13 20	109	1,360	1,679	16	....	1,036 84	.....
215 Thamesville...	844 36	828 84	15 52	142	2,474	4,023	19	....	2,352 90	203 00
216 Thedford	257 51	225 99	31 52	119	849	3,453	.....	....	554 52	.....
217 Thornbury....	187 74	184 33	3 41	105	668	1,597	.....	....	308 41	20 00
218 Thornhill.....	169 10	167 20	1 90	143	298	630	12	....	124 73	.....
219 Tilbury	300 75	300 75	.....	123	934	1,595	19	....	708 07	86 00

TABLE A.—Receipts and Expenditure, Assets and Liabilities of Public Libraries for the year ending 30th April, 1898.

Public Libraries.	Receipts.	Expenditure.	Balances on hand.	Number of members.	Number of volumes in libraries.	Number of volumes issued.	Number of newspapers and periodicals.	Number of pupils in evening classes.	Assets.	Liabilities.
	$ c.	$ c.	$ c.						$ c.	$ c.
220 Tilbury E. (Stewart P.O)	283 19	247 35	35 84	54	1,517	2,893	8	....	1,286 79	.....
221 Tilsonburg ..	385 10	357 82	27 28	150	1,879	5,756	15	....	1,227 28	.....
222 Tiverton	140 30	128 01	12 29	128	999	3,678	10	....	412 29	.....
223 Toronto Junction	677 06	656 35	20 71	120	2,146	2,876	26	....	2,329 71	78 00
224 Trout Creek..	95 15	95 03	12	107	158	125	....	....	90 61	48 49
225 Underwood..	230 19	210 47	19 72	113	1,505	2,570	....	....	739 72	4 35
226 Vandorf.....	176 83	170 92	5 91	102	1,689	1,282	.....	....	1,405 91	30 10
227 Violet Hill...	91 92	91 92	....	113	536	1,776	.....	....	407 00	2 61
228 Walkerton....	527 92	527 55	37	178	1,926	5,147	25	27	1,585 37	....
229 Warkworth ..	328 94	316 89	12 05	104	810	1,152	17	....	491 87	85 00
230 Waterdown...	60 15	56 34	3 81	100	1,500	668	.....	....	518 81	.....
231 Watford.....	387 88	375 18	12 70	115	1,664	1,489	28	....	1,292 70	155 58
232 Webbwood....	13 97	6 75	6 32	126	129	148	15	....	66 32	50 00
233 Welland.....	518 16	410 54	107 62	170	3,123	3,768	29	...	3,831 62	.....
234 West Lorne ..	137 70	137 70	.....	192	391	1,601	6	...	265 00	140 23
235 Weston.....	290 94	277 80	13 14	113	2,454	3,157	27	....	2,038 14	11 53
236 Wheatley.....	281 20	277 86	3 34	109	826	1,510	.. ..	....	599 05	.....
237 Whitby	232 71	223 85	8 86	130	2,383	4,168	...	....	1,708 86	.....
238 Williamstown.	108 99	101 19	7 80	30	724	315	16	....	914 77	80 00
239 Winchester...	106 81	103 60	3 21	83	631	1,107	.....	....	425 63	24 34
240 Wingham	471 59	356 78	114 81	140	2,509	4,320	42	....	1,904 81	.....
241 Woodbridge ..	307 91	166 47	141 44	106	1,357	2,851	16	....	1,591 44	240 00
242 Woodstock ...	1,003 17	1,003 17	.....	300	4,964	6,349	36	....	1,003 17	142 67
243 Woodville....	393 13	336 33	56 80	102	1,810	2,068	30	....	1,203 64	....
244 Zephyr	113 25	113 25	.....	104	262	.....	.....	....	128 21	99 00
Total.....	76,509 01	71,218 96	5,290 05	30,854	417,643	714,522	3,182	79	353,999 68	12,560 15

TABLE B.—Evening Classes in Drawing, etc., in Public Libraries, 1897-8.

Public Libraries.	Number of students.	Primary Course.
Galt	24	Practical Geometry and Linear Perspective.

Public Libraries.	Number of students.	Mechanical Course.
Galt	5	Descriptive Geometry and Machine Drawing.
Peterboro'	18	Machine Drawing.
	23	

Public Libraries.	Number of students.	Industrial Art Course.
Walkerton	27	China Painting.

Public Libraries.	Number of students.	Science Course.
Galt	9	Electricity.

II. FREE LIBRARIES.

The following extracts are taken from the Annual Reports for the year ending 30th of April, 1898 (for details see Table C).

1. *Free Libraries' Receipts and Balances on hand.*

The total receipts of 103 Free Libraries was	$112,274 20
Balances on hand	9,035 68

2. *Free Libraries' Expenditure.*

The total expenditure of 103 Free Libraries was	$103,238 52

3. *Free Libraries' Assets and Liabilities.*

Assets of 103 Free Libraries	$516,167 88
Liabilities "	119,047 34

4. *Number of Readers in Free Libraries.*

103 Free Libraries report having had 80,354 readers.

5. *Number of Volumes in Free Libraries, and Number of Volumes Issued.*

Number of volumes in 103 Free Libraries	371,439
Number of volumes issued "	1,643,618

6. *Reading Rooms in Free Libraries.*

60 Free Libraries subscribed for 2,752 newspapers and periodicals.

TABLE C.—Receipts and Expenditure, Assets and Liabilities of Free Libraries for the year ending 30th April, 1898.

Free Libraries.	Receipts.	Expenditure.	Balances on hand.	Number of members.	Number of volumes in libraries.	Number of volumes issued.	Number of newspapers and periodicals.	Assets.	Liabilities.
	$ c.	$ c.	c.					$ c.	$ c.
1 Acton	225 00	205 09	19 91	....	1,092	.....	.....	1,019 91	200 00
2 Ailsa Craig	120 45	114 68	5 77	10	1,722	25	.....	1,510 77	....
3 Algonquin	251 23	224 36	26 87	137	802	1,661	.....	417 12	....
4 Alton	298 30	290 22	8 08	210	4,284	3,758	.....	3,757 72	....
5 Alvinston	683 64	654 58	29 06	339	781	2,859	16	579 06	350 00
6 Angus	38 60	34 90	3 70	153	277	1,196	.....	130 00	7 00
7 Arnprior	552 24	496 05	56 19	255	1,603	7,886	.....	1,221 19	193 09
8 Aylmer	559 09	554 37	4 72	395	3,036	8,742	25	3,104 72	....
9 Beeton	230 86	215 91	14 95	128	1,901	3,483	10	1,164 95	....
10 Belfountain	17 50	17 50	.....	150	1,566	3,360	.....	900 00	....
11 Berlin	1,556 52	1,556 52	....	841	6,671	20,473	51	6,113 00	.. . .
12 Bothwell	320 27	284 55	35 72	220	1,176	1,327	.....	748 79	....
13 Brampton	715 34	694 31	21 03	732	3,042	12,492	20	1,850 00	....
14 Brantford	3,134 36	2,871 57	262 79	2,563	15,068	73,255	69	13,512 79	....
15 Brockville	1,166 42	1,107 47	58 95	1,838	8,535	41,542	43	4,308 95	....
16 Burk's Falls	376 16	358 53	17 63	335	714	2,838	19	545 63	.....
17 Caledon	124 42	86 09	38 33	113	1,919	1,937	.....	1,635 59	... .
18 Caledonia	140 00	130 64	9 36	125	1,313	718	.....	669 36	....
19 Camden East	182 77	175 54	7 23	147	946	1,822	13	589 70	15 00
20 Cardinal	377 09	316 34	60 75	242	1,446	2,981	23	1,120 75	46 50
21 Carleton Place	688 51	687 11	1 40	678	2,997	17,613	16	2,201 40	.....
22 Cayuga	249 15	249 15	.... ..	150	643	1,981	.....	420 00	....
23 Chatham	1,600 00	1,447 44	152 56	1,400	5,946	23,732	40	4,363 77	... .
24 Chesterville	118 05	114 75	3 30	186	413	2,555	.....	262 09	....
25 Collingwood	919 33	789 33	130 00	886	4,840	968	30	5,390 80	....
26 Cornwall	831 61	789 89	41 72	751	2,346	11,149	34	1,570 51	397 25
27 Creemore	149 39	137 69	11 70	218	661	2,860	....	387 14	....
28 Deseronto	907 96	823 00	84 96	679	2,015	22,828	51	2,338 89	....
29 Delhi	631 15	628 63	2 52	244	868	3,984	20	603 67	240 00
30 Drayton	375 21	315 27	59 94	223	2,263	4,950	20	1,709 94	.....
31 Dutton	280 48	280 48	.....	265	765	2,643	18	508 27	4 80
32 Enterprise	165 25	164 36	89	160	592	1,250	10	295 81	....
33 Erin	187 22	176 03	11 19	250	1,286	4,182	.....	868 25	....
34 Exeter	391 71	367 67	24 04	285	3,112	4,721	20	3,041 37	40 75
35 Forest	528 56	453 00	75 56	448	3,028	3,600	26	2,605 56	257 50
36 Fordwich	237 05	230 92	6 13	190	1,119	3,945	.....	724 27	1 19
37 Garden Island	960 08	455 38	504 70	282	4,744	1,124	34	3,204 70	.....
38 Georgetown	400 06	395 33	4 73	326	1,876	7,491	23	1,829 73	105 60
39 Gore Bay	396 12	392 40	3 63	314	1,282	16,037	.....	803 63	62 00
40 Gorrie	232 89	232 89	.....	220	1,403	3,508	.....	937 92	5 55
41 Gravenhurst	230 43	167 24	62 19	309	1,406	15,974	.....	917 35	85 14
42 Guelph	1,886 89	1,886 89	.....	1,408	9,604	61,528	46	9,450 00	.....
43 Hagersville	370 08	349 79	20 29	150	1,112	2,538	16	700 05	123 68
44 Hamilton	13,850 40	13,751 74	98 66	12,138	25,110	218,462	227	60,271 27	35,244 00
45 Holyrood	145 45	132 28	13 17	120	1,477	4,425	.....	1,401 00	60 00
46 Ingersoll	720 53	668 79	51 74	872	3,192	20,039	24	1,951 74	.....
47 Iroquois	415 36	394 97	20 39	159	1,416	4,993	24	1,470 39	. ....
48 Kingsville	311 02	248 12	62 90	130	800	2,031	17	712 90	75 00
49 Lakefield	184 82	137 27	47 55	227	467	1,478	11	345 55	35 00

TABLE C.—Receipts and Expenditure, Assets and Liabilities of Free Libraries for the year ending 30th April, 1898.

Free Libraries	Receipts.	Expenditure.	Balances on hand.	Number of members.	Number of volumes in libraries.	Number of volumes issued.	Number of newspapers and periodicals.	Assets.	Liabilities.
	$ c	$ c.	$ c.					$ c.	$ c.
50 Lanark	323 62	323 62	....	341	612	4,465	16	374 66	.....
51 Lancaster	181 30	173 23	8 07	222	1,568	2,399	5	1,033 07	.....
52 Leamington	920 07	743 81	176 26	750	1,329	10,729	18	1,202 26	.....
53 Little Current	153 75	153 75	....	160	888	4,415	.....	580 00	.....
54 London	9,204 61	7,775 35	1,429 26	4,000	11,219	85,610	170	31,929 26	23,249 26
55 Lucan	348 56	284 25	64 31	173	1,998	9,776	.....	1,856 31	.....
56 Merritton	289 83	212 56	77 27	233	962	4,723	....	605 38	.....
57 Millbrook	570 11	554 57	15 54	263	985	4,637	24	635 54	125 00
58 Milverton	180 66	169 44	11 22	192	720	1,063	....	451 22	.....
59 Mitchell	570 93	475 28	95 59	298	3,209	7,113	23	4,424 05	.....
60 Mono Centre	95 40	95 40	.....	141	529	1,285	....	275 00	30 00
61 Newburgh	256 29	255 98	31	160	1,520	2,552	20	1,116 62	66 00
62 Niagara Falls South	190 00	186 16	3 84	363	1,903	5,115	.....	1,238 84	28 75
63 N. Augusta	197 13	182 13	15 00	160	481	2,721	.....	280 05	50 00
64 North Bay	633 63	629 27	4 36	355	1,402	6,308	42	1,244 28	6 25
65 Oil Springs	408 20	400 07	8 13	228	1,021	3,390	....	785 13	.....
66 Parkhill	292 30	241 26	51 04	130	1,401	483	.....	951 04	20 00
67 Parry Sound	303 00	268 94	34 06	50	844	78	17	554 06	.....
68 Penet'guishene	604 05	604 05	.....	185	4,190	3,404	32	2,108 68	150 00
69 Port Carling	178 78	169 22	9 56	104	842	630	.....	622 06	132 02
70 Port Colborne	169 53	165 00	453	295	1,318	5,200	.....	993 76	4 20
71 Port Rowan	218 96	212 18	6 78	118	1,412	2,269	.....	1,555 60	200 00
72 Prescott	488 06	418 16	69 90	590	3,925	13,084	.....	4,608 26	.....
73 Renfrew	453 00	449 67	3 33	290	2,902	9,096	18	3,371 85	121 62
74 Richmond Hill	322 81	254 31	68 50	139	2,503	3,944	28	1,918 50	.....
75 Ridgeway	178 63	166 17	12 46	177	537	6,018	.....	572 46	.....
76 Sault Ste. Marie	587 09	559 48	27 61	505	1,427	7,330	24	1,367 61	.....
77 Shelburne	419 44	337 94	81 50	199	1,468	5,358	25	1,298 47	7 00
78 Simcoe	899 57	899 57	.....	478	4,533	11,181	37	6,300 00	169 42
79 Smith's Falls	833 74	833 74	.....	504	3,772	12,478	21	2,618 00	198 61
80 Stayner	137 04	133 24	3 80	255	1,089	5,825	.....	684 30	.....
81 Stratford	3,162 03	2,278 66	883 37	1,007	3,210	18,522	39	2,868 51	74 59
82 St. Catharines	2,566 95	2,050 80	516 15	1,669	6,393	40,627	43	5,652 15	.....
83 St. Marys	446 63	419 01	27 62	523	4,433	8,737	20	2,527 62	.....
84 St. Thomas	1,700 27	1,623 78	76 49	1,154	6,774	21,293	48	4,626 49	.....
85 Sundridge	196 75	187 12	9 63	286	438	2,158	17	273 55	47 95
86 Tamworth	553 90	530 15	23 75	288	863	3,542	26	449 70	213 19
87 Thessalon	278 00	278 00	.....	160	850	3,607	14	480 00	208 00
88 Thorold	509 54	494 94	14 60	600	4,039	9,011	21	5,318 38	.....
89 Toronto	35,620 15	33,679 53	1,940 62	25,304	103,208	557,984	836	232,643 24	55,597 44
90 Tottenham	196 45	159 14	36 81	102	1,651	2,920	.....	1,067 83	....
91 Uxbridge	567 18	492 85	74 33	230	5,134	3,791	30	4,949 33	405 00
92 Vars	104 95	104 95	.....	131	269	644	.....	205 44	11 75
93 Victoria (Caledonia P.O.)	136 10	118 93	17 17	122	1,702	1,488	.....	1,220 93	.....
94 Wallaceburg	565 82	537 08	28 74	175	544	582	21	428 74	256 00
95 Wardsville	41 90	34 80	7 10	100	1,118	293	.....	607 10	15 50
96 Waterford	265 05	265 05	.....	192	1,074	1,003	....	510 00	.....

TABLE C.—Receipts and Expenditure, Assets and Liabilities of Free Libraries for the year ending 30th April, 1898.

Free Libraries.	Receipts.	Expenditure.	Balances on hand.	Number of members.	Number of volumes in libraries	Number of volumes issued.	Number of newspapers and periodicals.	Assets.	Liabilities.
	$ c.	$ c.	$ c.					$ c.	$ c.
97 Waterloo	623 94	553 40	70 54	900	6,084	7,451	43	4,915 85	....
98 Westford	120 31	42 06	78 25	70	897	416	.....	704 32	... .
99 White Lake..	49 15	49 15	....	100	316	573	.....	127 85	....
100 Wiarton	447 05	447 05	....	500	2,331	3,234	25	1,526 64	15 24
101 Windsor	3,523 23	2,776 51	746 72	1,502	6,911	38,957	53	6,488 92	.....
102 Wroxeter	280 77	263 93	16 84	287	3,677	4,590	....	3,542 14	.....
103 Wyoming	273 07	266 21	6 86	293	1,537	4,573	.....	1,348 86	95 50
Total	112,274 20	103,238 52	9,035 68	80,354	371,439	1,643,618	2,752	516,167 88	119,047 34

III. ART SCHOOLS AND DEPARTMENTAL DRAWING EXAMINATIONS.

Tables D to H show the number of Certificates awarded from the commencement of this branch of the Education Department, 1882-98.

TABLE D.—Certificates awarded in Primary Art Course from 1882 to 1898.

Year.	Freehand drawing.	Geometry.	Perspective.	Model drawing.	Blackboard drawing.	Teachers' certificates.	Total.
1882.....	28	21	17	12	28	.....	106
1883.....	84	89	58	47	76	.....	354
1884.....	153	174	139	138	86	66	756
1885.....	214	529	301	168	198	122	1,532
1886.....	634	672	149	662	414	77	2,608
1887.....	643	1,204	428	444	122	103	2,944
1888.....	805	882	520	403	236	133	2,979
1889.....	1,002	961	394	470	494	187	3,508
1890.....	1,000	1,009	290	811	313	130	3,553
1891.....	1,085	1,569	292	746	422	164	4,278
1892.....	1,361	1,419	569	1,120	720	338	5,527
1893.....	1,769	1,277	439	876	392	220	4,973
1894.....	1,383	719	548	550	562	153	3,915
1895.....	1,813	1,429	658	1,311	991	341	6,543
1896.....	1,195	569	361	1,110	1,121	265	4,621
1897.....	716	500	212	704	516	114	2,762
1898.....	854	311	173	1,224	604	149	3,315
Total	14,739	13,334	5,548	10,796	7,295	2,562	54,274

TABLE E.—Certificates Awarded in Advanced Art Course from 1883 to 1898.

Year.	Shading from flat.	Outline from round.	Shading from round.	Drawing from flowers.	Ornamental design.	Industrial design.	Teachers' certificates.	Total.
1883	5	5	12	18	.....	.....	.....	40
1884	16	5	12	12	.....	.....	.....	45
1885	33	18	35	29	.....	.....	4	119
1886	35	24	19	48	.....	.....	3	129
1887	59	27	28	25	34	.....	14	187
1888	22	17	39	44	20	.....	9	151
1889	65	36	58	24	25	.....	14	222
1890	62	30	76	43	22	.....	15	248
1891	80	52	67	66	38	.....	23	326
1892	24	32	53	72	37	.....	13	231
1893	58	54	73	62	54	.....	13	314
1894	31	44	58	79	68	.....	24	304
1895	56	52	78	58	29	.....	11	284
1896	60	74	103	113	.....	29	17	396
1897	61	47	126	95	.....	41	18	388
1898	67	73	109	187	.....	44	18	558
Total	734	590	1,006	975	327	114	196	3,942

TABLE F.—Certificates Awarded in Industrial Art Course from 1885 to 1898.

Year.	Modelling in clay.	Wood carving.	Wood engraving.	Lithography.	Painting on china.	Total.
1885	14	.....	.....	.....	.....	14
1886	11	7	.....	.....	.....	18
1887	8	2	.....	.....	.....	10
1888	10	3	1	1	9	24
1889	7	1	3	2	6	19
1890	7	4	.....	1	6	18
1891	5	2	1	.....	7	15
1892	2	1	.....	1	3	7
1893	5	2	.....	1	3	11
1894	4	2	.....	2	10	18
1895	5	3	2	6	18	34
1896	3	2	.....	3	30	38
1897	5	3	1	4	17	30
1898	7	5	.....	1	17	30
Total	93	37	8	22	126	286

TABLE G.—Certificates awarded in Mechanical Drawing Course from 1883 to 1898.

Year.	Advanced geometry.	Machine drawing.	Building construction.	Industrial design.	Architectural design.	Advanced perspective.	Teachers' certificates.	Total.
1883	2	3	1	2	.....	3	.....	11
1884	1	1	1	1	.....	1	.....	5
1885	12	32	4	25	.....	12	4	89
1886	14	13	5	28	.....	14	3	77
1887	6	5	12	18	.....	6	2	49
1888	8	7	7	15	.....	11	2	50
1889	13	23	11	20	.....	12	3	82
1890	11	23	5	8	.....	12	2	61
1891	3	31	8	31	.....	28	2	103
1892	17	25	13	38	.....	15	2	110
1893	14	33	10	47	.....	35	10	149
1894	12	17	6	90	.....	9	3	137
1895	5	22	9	31	.....	12	3	82
1896	7	9	5	.....	9	12	3	45
1897	16	13	4	.....	6	15	.....	54
1898	6	19	2	.....	7	8	.....	42
Total	147	276	103	354	22	205	39	1,146

TABLE H.—Certificates awarded for Extra Subjects from 1885 to 1898.

Year.	Drawing from the antique.	Shading from casts.	Architectural designs.	Drawing from life.	Painting from life.	Painting, oil colors.	Painting, water colors.	Sepia.	Monochrome.	Pastel.	Sculpture in marble.	Photog'avure.	Repousse w'rk.	Industrial design.	Pen and ink.	Machine drawing.	Engraving on copper.	Crayon portraits.	Total.
1885	.....	.....	.....	.....	.....	9	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	16
1886	.....	.....	.....	.....	.....	12	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	19
1887	.....	.....	.....	7	.....	32	9	.....	.....	.....	.....	.....	2	.....	.....	.....	.....	.....	50
1888	.....	.....	.....	15	12	25	14	13	1	.....	2	.....	2	.....	.....	.....	.....	.....	84
1889	.....	.....	.....	12	8	16	21	3	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	62
1890	.....	.....	.....	7	4	28	18	10	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	71
1891	.....	.....	.....	4	5	29	26	3	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	73
1892	.....	.....	.....	2	6	21	16	7	1	.....	.....	.....	.....	.....	.....	.....	.....	2	55
1893	11	.....	2	5	9	35	21	7	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	94
1894	11	.....	2	8	6	29	16	5	7	.....	.....	.....	.....	10	.....	1	.....	.....	95
1895	26	.....	6	14	4	39	24	10	1	.....	.....	.....	.....	17	.....	5	1	.....	147
1896	14	.....	.....	12	6	34	38	6	1	2	.....	1	.....	13	1	1	.....	.....	129
1897	19	11	1	17	6	38	42	7	3	3	.....	3	.....	22	3	4	.....	.....	179
1898	22	12	.....	12	9	37	28	7	6	6	1	6	.....	15	4	6	.....	.....	171
Total	103	23	11	115	75	384	287	78	36	11	3	10	4	77	8	17	1	2	1,245

(Tables I to M show the number of certificates awarded to Art Schools in 1898.)

TABLE I.—Certificates awarded to Art Schools, 1897-8—Primary Course.

Art Schools.	Number of students for examination.	Number of proficiency certificates taken.						Number of teachers' certificates.	Grants for certificates.
		Freehand.	Geometry.	Perspective.	Model.	Blackboard.	Total proficiency certificates.		
									$ c.
Brockville	45	13	.....	.....	16	.....	29	.....	29 00
Hamilton	87	24	5	4	31	21	85	2	72 00
Kingston	20	1	1	1	10	6	19	1	17 00
London	21	4	3	.....	7	3	17	.....	12 00
Ottawa	25	7	2	.....	6	5	20	.....	17 00
St. Thomas	20	7	5	10	7	10	39	8	25 00
Toronto	36	13	.....	4	19	4	40	.....	38 00
Total	254	69	16	19	96	49	249	11	210 00

TABLE J.—Certificates awarded to Art Schools, 1897-8—Advanced Course

Art Schools.	Number of students for examination.	Number of proficiency certificates taken.						Number of teachers' certificates.	Grants for certificates.
		Shading from flat.	Outline from round.	Shading from round.	Drawing from flowers.	Industrial design.	Total proficiency certificates.		
									$ c.
Brockville	32	1	5	3	14	1	24	1	21 00
Hamilton	85	25	22	21	37	6	111	6	92 00
Kingston	15	1	.....	3	1	2	7	2	7 00
London	40	4	4	8	15	1	32	.....	27 00
Ottawa	16	4	1	6	6	1	18	.....	15 00
St. Thomas	24	3	.....	8	14	7	32	.....	25 00
Toronto	54	5	14	8	18	4	49	.....	40 00
Total	266	43	46	57	105	22	273	9	227 00

TABLE K.—Certificates awarded to Art Schools, 1897-8.—Mechanical Course.

Art Schools.	Number of students for examination.	Number of proficiency certificate .						Number of teachers' certificates.	Grants for certificates.
		Advanced geometry.	Machine drawing.	Building construction.	Architectural design.	Advanced perspective.	Total proficiency certificates.		
									$
Brockville	....	....	....	....	....	....	....	....	....
Hamilton	16	1	5	1	1	2	10	.....	7 00
Kingston	9	1	2	.....	.....	.....	3	.....	3 00
London	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ottawa	8	.....	3	.....	.....	.....	3	.....	3 00
St. Thomas	15	.....	3	.....	6	3	12	.....	11 00
Toronto	1	.....	.....	.....	.....	1	1	.....	1 00
Total	49	2	13	1	7	6	29	.....	25 00

TABLE L.—Certificates awarded to Art Schools, 1897-8.—Industrial Art Course.

Art Schools.	Number of proficiency certificates taken						Number of teachers' certificates.	Grants for certificates.
	Modelling in clay.	Wood carving.	Wood engraving.	Lithography.	Painting on china.	Total proficiency certificates.		
Brockville	.....	1	.....	.....	.....	1	.....	1 00
Hamilton	3	....	.....	.....	.....	3	.....	3 00
Kingston	....	2	.....	.....	.....	2	.....	2 00
London	2	.....	.....	.....	.....	2	.....	1 00
Ottawa	....	.....	.....	.....	.....	.....	.....	.....
St. Thomas	1	2	.....	.....	.....	3	.....	2 00
Toronto	1	.....	.....	1	.....	2	.....	2 00
Total	7	5	.....	1	.....	13	.....	11 00

No. 3.—EXHIBITS FROM BROCKVILLE AND ST. THOMAS ART SCHOOLS, LORETTO ABBEY, TORONTO, AND ALMA COLLEGE, ST. THOMAS.

No. 4.—EXHIBITS FROM LORETTO ABBEY, TORONTO; ALBERT COLLEGE, BELLEVILLE, AND ART SCHOOL, LONDON.

TABLE M.—Certificates awarded to Art Schools, 1897-8.—Extra subjects.

Art Schools.	Number of students for examination.	Number of certificates taken.														
		Painting from life.	Painting oil colors.	Painting water colors.	Monochrome.	Sepia.	Pastel.	Drawing from life.	Pen and ink sketches	Shading from antique.	Shading from casts.	Industrial design.	Machine drawing.	Photogravure.	Sculpture in marble.	Total.
Brockville ...	16	....	3	1	....	1	1	1	1	....	....	....	....	....	....	8
Hamilton	31	....	1	5	....	4	....	....	1	10	10	7	....	3	....	41
Kingston	4	....	....	....	....	....	....	....	....	1	....	....	....	....	....	1
London	18	....	5	1	2	....	....	1	2	2	....	....	....	....	1	14
Ottawa	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
St. Thomas ..	14	....	....	....	....	....	....	....	....	....	....	....	6	....	....	6
Toronto.....	49	9	3	4	3	2	....	10	....	10	1	7	....	3	....	52
Total	132	9	12	11	5	7	1	12	4	23	11	14	6	6	1	122

(Tables N to P show the number of certificates awarded to Public Libraries in 1898.)

TABLE N.—Certificates awarded to Public Libraries 1897 8.—Primary course.

Public Libraries.	Number of students for examination.	Number of proficiency certificates taken.						Grants for certificates.
		Freehand.	Geometry.	Perspective.	Model.	Blackboard.	Total proficiency certificates.	
								$
Galt	15	.....	2	1	.....	.....	3	3 00
Peterboro'	1	.....	1	1	1	1	4	.....
Total	16	.....	3	2	1	1	7	3 00

TABLE O.—Certificates awarded to Public Libraries 1897-8.—Mechanical course.

Public Libraries.	Number of students for examination.	Number of proficiency certificates taken.						Grants for certificates.
		Advanced Geometry.	Machine drawing.	Building construction.	Architectural design.	Advanced perspective.	Total proficiency certificates.	
								$
Galt	7	1					1	1 00
Peterboro'	19		5			1	6	6 00
Total	26	1	5			1	7	7 00

TABLE P.—Certificates awarded to Public Libraries 1897-8.—Industrial Art course.

Walkerton P. L.—9 certificates.—China painting.

(Tables Q. to V. show the number of Certificates awarded to Public and High Schools, Ladies' Colleges, etc., in 1898.)

TABLE Q.—Certificates awarded to Public and High Schools, Ladies' Colleges, etc., 1897-8.—Primary Course.

Name.	Number of students for examination.	Number of proficiency certificates taken.						Number of teachers' certificates.
		Freehand.	Geometry.	Perspective.	Model.	Blackboard.	Total proficiency certificates.	
Athens High School	73	28	4	.....	45	13	90	2
Barrie Coll. Inst	1	.....	1	1	1	1	4	.....
Belleville, Albert College	20	9	.....	.....	16	4	29	.....
do High School	80	5	1	.....	29	18	53	.....
do Loretto Academy	28	8	14	8	18	5	53	7
Brockville Coll. Inst	32	26	.....	.....	26	10	62	.....
Deseronto High School	32	22	4	3	23	11	63	1
Dundas do	42	15	.....	.....	35	12	62	.....
Gananoque do	32	7	1	.....	18	9	35	.....
Hamilton Coll. Inst	113	56	3	1	75	40	175	.....
do Loretto Academy	20	2	1	2	6	3	14	.....
do Model School	19	15	14	16	16	14	75	12
do Queen Victoria P.S.	40	28	21	16	31	16	112	12
do Ryerson School	34	19	17	13	20	9	78	9
Kemptville High School	38	16	10	1	23	8	58	.....
London Coll. Inst	66	21	.....	.....	42	16	79	.....
Markham High School	115	38	23	3	65	30	159	15
Meaford do	31	13	4	.....	22	8	47	.....
Morrisburg Collegiate Institute	102	27	7	6	39	16	95	3
do Public School	13	6	.....	.....	7	1	14	....
Niagara Falls Loretto Academy	39	7	2	2	6	1	18	3
Orangeville High School	41	11	2	.....	14	8	35	1
Oshawa do	77	24	2	2	47	21	96	2
Owen Sound Coll. Inst.	108	47	23	17	61	42	190	8
Parkhill High School	15	.....	.....	.....	6	1	7	.....
Picton do	79	36	4	11	55	15	121	2
Port Perry do	1	.....	.....	.....	.....	1	1	1
Stratford Loretto Convent	3	1	1	.....	2	.....	4	.....
Streetsville High School	28	16	8	1	20	8	53	.....
St. Thomas Alma College	32	18	7	10	5	7	47	4
Toronto Dewson St. P.S.	12	4	3	.....	4	1	12	.....
do Harbord St. Coll. Inst.	122	62	10	4	78	33	187	6
do Jameson Ave. Coll. Inst.	19	7	3	.....	12	5	27	.....
do Loretto Abbey	78	18	2	3	37	35	95	5
do do Academy	17	6	.....	.....	10	8	24	.....
do do High School	33	10	20	9	17	5	61	4
do Parkdale P.S.	7	4	.....	.....	4	2	10	.....
do St. Joseph's Convent	91	28	1	2	26	11	68	4
Uxbridge High School	20	.....	6	.....	15	13	34	.....
Wallaceburg P.S	63	14	8	5	22	14	63	4
Watford P.S	1	.....	.....	.....	.....	.....	.....	.....
Whitby Coll. Inst	68	24	25	12	33	8	102	1
do Ladies' College	3	2	.....	1	2	1	6	.....
Windsor Coll. Inst	121	50	37	1	60	46	194	1
Woodstock do	60	35	3	2	34	24	98	1
Total	2,069	785	292	152	1,127	554	2,910	108

TABLE R.—Certificates awarded to High Schools, Ladies' Colleges, etc, 1897-8.—Advanced Course.

Name.	Number of students for examinations.	Number of proficiency certificates taken.						Number of teachers' certificates.
		Shading from flat.	Outline from round.	Shading from round.	Drawing from flowers.	Industrial designs.	Total proficiency certificates.	
Belleville, Albert College	4			2	2		4	
do High School	35			30	2		32	
do Loretto Academy	23	1	4	12	11	2	30	3
Hamilton do	19	4	2	5	5	2	18	
Markham High School	2							
Morrisburg Coll. Inst	1				1		1	
Niagara Falls Loretto Academy	14	4	1	7	8	2	22	1
St Thomas Alma College	11	5	5	6	7	4	27	1
Toronto Loretto Abbey	61	7	10	26	18	6	67	3
do do Academy	10			7	8		15	
do do High School	26	2		12	11		25	
Whitby Coll. Inst.	6		1	1	3	2	7	
do Ladies' College	4	1	3	2	4	2	12	1
Windsor Coll. Inst.	2		1	2	2	2	7	
Total	218	24	27	112	82	22	267	9

TABLE S.—Certificates awarded to High Schools, Ladies' Colleges, etc., 1897-8.—Advanced Course.

Name.	Number of students for examination.	Number of proficiency certificates taken.						Teachers' certificates.
		Advanced geometry.	Machine drawing.	Building construction.	Architectural design.	Advanced prospective.	Total proficiency certificates.	
Barrie Collegiate Institute	1	1				1	2	
Belleville Albert College	2	1					1	
Markham High School	2							
Morrisburg Collegiate Institute	1							
Owen Sound Collegiate Institute	1							
Picton High School	1							
Watford Public School	1							
Whitby Collegiate Institute	3	1					1	
Windsor Collegiate Institute	1		1	1			2	
Total	13	3	1	1		1	6	

TABLE T.—Certificates awarded to Ladies' Colleges, 1897-8.—Industrial Art Course.

Name.	China painting.	Total.
Toronto Loretto Abbey	7	7
Toronto St. Joseph's Convent	1	1
	8	8

TABLE U.—Certificates awarded to Ladies' Colleges in 1897-8.—Extra subjects.

Name.	Number of students for examination.	Number of certificates taken.					Total.
		Painting oil colors.	Painting water colors.	Monochrome.	Pastel.	Industrial designs.	
Belleville Albert College	11	6	6	.....	.....	1	13
Niagara Falls Loretto Academy	13	7	2	1	3	.....	13
St. Thomas Alma College	13	9	8	.....	2	.....	19
Toronto Loretto Abbey	11	1	1	.....	.....	.....	2
Whitby Ladies' College	2	2	.....	.....	.....	.....	2
Total	50	25	17	1	5	1	49

TEACHERS' FULL CERTIFICATES.

The following full certificates in the Primary and Advanced courses were awarded in 1898.

I.—Teachers' Full Certificates, Primary Course.

Name.	Address.	Name.	Address.
Males.		*Males.*	
Anderson, Britton	Owen Sound	Maus, Charles	Woodstock.
Atkins, Ernest	"	Miller, Robert J.	St. Thomas.
		Moyer, Emerson	Markham.
Batzold, Chas.	St. Thomas.	Mundy, Oswald	Hamilton.
Bell, Thomas	Orangeville.		
Bell, William	Morrisburg.	McDonald, Wilbert	Orangeville.
Bird, Charles	Hamilton.	McLachlan, John P.	Toronto.
Bishop, Worth	Owen Sound.	McLenhan, George	Owen Sound.
Bryce, George P.	Toronto.		
Burk, Richard	Owen Sound.	Nighswander, Dryden	Markham.
Butt, Ethelbert	Wallaceburg.		
		Ross, Wm. A.	Owen Sound.
Call, Arthur	Picton.	Ryan, John	Deseronto.
Cass, William	Morrisburg.		
Charlton, Austin	Aylmer.	Sharon, Maurice	St. Thomas.
Chene, George	Windsor.	Sloane, John C.	Orangeville
Coleman, Wm.	Hamilton.	Speers, Alex.	Owen Sound.
Combes, Arthur	"	Srigley, E. C.	Woodstock.
Combes, George	"	Stephenson, Roy	Whitby.
Crocker, Stanley	St. Thomas.		
		Taylor, Andrew	Hamilton.
Dawes, Frank	Woodstock.		
Disher, Harry	Hamilton.	Underhill, Jas. A.	Port Perry.
Elms, Fred	Hamilton.	Wegg, Arthur	St. Thomas.
Elliott, Nelson W.	Oshawa.	Weir, John M.	Toronto.
		Wright, Burt	Picton.
Ferguson, Fred	St. Thomas.		
Forman, Arthur	Hamilton.	*Females.*	
Gould, A.	St. Thomas.	Adams, V.	Belleville.
Green, Walter	Markham.	Allan, Nellie	Hamilton.
Harrie, Frank	Markham.	Barker, Christine	Picton.
Hazell, Frank	Hamilton.	Bigg, Gertrude	"
Hedley, Thos.	"	Birdsall, Lena	Hamilton.
		Blakeley, Helen	Picton.
Idsdardi Harold	St. Thomas.	Bradshaw, Myra	Hamilton.
		Brown, Laura	Owen Sound.
Jenkins Robert	Hamilton.	Brown, Mrs. C. C.	St. Thomas.
Johnson, Andrew	"	Burke, Eva	Hamilton.
Jones, Sidney Talmage	Winnipeg, Man.	Burke, Lottie	Markham.
Kennedy, Wm.	Markham.	Caughill Edith M.	St. Thomas.
Kirby, Luther H.	Oshawa.	Clark, Martha	Markham.
		Coleman, Kate	Hamilton.
Lawless, Garnet	Morrisburg.	Conlin, Kate	Toronto.

TEACHERS' FULL CERTIFICATES.

Name.	Address.	Name.	Address.
Females.		*Females.*	
Copeland, Agnes	Belleville.	Miller, Theresa	St. Thomas.
Costello, Gertrude	Toronto.	Milne, Annie	Markham.
Creen, Nellie	Hamilton.	Mitchell, Bessie	"
		Moore, Gertie	"
Dalton, Lizzie	Toronto.	Morgan, Serina	Toronto.
Davidson, Ella	Oshawa.	Moriarty, M.	"
Dillon, G.	Toronto.	Murphy, May	Belleville.
Downs, Sadie	Belleville.		
Dudgeon, Minnie	Owen Sound.	McCallum, Lillian	Belleville.
Dulan, Mary	Toronto.	McClellan, Cassie J	Owen Sound.
Duncan, Annie	Hamilton.	McCreary, Minnie	Wallaceburg.
Dunn, Alice	Picton.	McIlroy, Ethel	Hamilton.
		McKenna, Myrtle	Picton.
Eckardt, Ella	Markham.	McMillan, Isabel	Hamilton.
Evarista, Sister M.	Toronto.	McNiven, Annie	Toronto.
Farrelly, L.	Toronto.	O'Flaherty, B.	Toronto.
Garland, M.	Toronto.	Perry, Gertrude	Toronto.
Geary, Lulu	"	Pierce, M.	"
Gibson, Lennie	Belleville.	Plewes, Mrs. M. C.	Wallaceburg
Glass, Ella	Toronto.	Pottruff, Violet	Hamilton.
Goodspeed, E.	Niagara Falls.		
Gordon, Rose	Picton.	Reesor, Lillian M.	Markham.
Gregg, L. G.	St. Thomas.	Rioch, Grace	Hamilton.
		Roach, Winnifred	"
Hanley, Agnes	Belleville.	Robinson, Kathleen	Toronto.
Hawke, B.	Niagara Falls.	Rodenhurst, Florence	St. Thomas.
Hishon, Agnes	Toronto.	Rush, Teresa	Toronto.
Hunter, Maude	Picton.		
Hutchinson, Maude	Toronto.	Sanford, Effie	Belleville.
		Selby, Lillie	Markham.
Kapelle, May	Hamilton.	Shepard, Estella	Hamilton.
Kehoe, Elizabeth	"	Slater, Stella	"
Kerns, Myrtle	"	Spencer, Florence	"
Kincaid, Lillie	Athens.	Stevens, Lillie	Athens.
Kirkpatrick, Annie	Hamilton.	Swanson, Christina	Oshawa.
		Sweeney, M.	Toronto.
Lavrock, Mary	Hamilton.		
Lawlor, A.	Niagara Falls.	Taylor, Bessie	Wallaceburg.
		Taylor, Mabel	Hamilton.
Mackie, Emma L.	Oshawa.	Thomas, M. Gertrude	Oshawa.
Marsh, Carrie	Picton.		
Marshall, May	Hamilton.	Wilson, Jane	Belleville.
Miller, Edith	St. Thomas.	Winters, M.	Toronto.
Miller, Jennie	Markham.	Wormwith, May	Kingston.
Miller, Mary	"		

TEACHERS' FULL CERTIFICATES. ADVANCED COURSE

Alexander, Kathleen	Hamilton.
Beard, Caroline	Kingston.
Breen, A	Toronto.
Bryne, M	"
Copeland, Agnes	Belleville.
Counsell, Emma	Hamilton.
Davis, Violet Gertrude	"
Dillon, Elizabeth	Belleville
Evans, W	Toronto.
Greer, Stewart W	Hamilton.
Kendall, Ernest W	Brockville.
McDonald, H. Maud	St. Thomas.
McNulty, J	Niagara Falls.
McQueston, Ruby	Hamilton.
Pepper, Bessie	Whitby.
Shaw, Jessie B	Hamilton.
Stewart, Georgie	Belleville.
Wormwith, May	Kingston.

GOLD, SILVER AND BRONZE MEDALS AWARDED IN 1898.

The following medals and special certificates were awarded for the year ending 30th April, 1898.

Gold Medal.

Presented by the Minister of Education for Advanced Course:—Original industrial designs and drawing from the antique, John C. Hobson, Toronto Art School.

Silver Medal and Certificate.

Presented by the Minister of Education for the best original industrial designs. S. Dewar, Toronto Art School.

Silver Medal and Certificate.

Presented by the Minister of Education for the best original drawings in building construction or architecture, James Frid, Hamilton Art School.

Bronze Medals.

For the best painting from life, Ethel Miller, Toronto Art School.

For the best drawing from life, N. McKechnie, Toronto Art School.

For the best specimen of china painting, Miss L Farr, Toronto, St. Joseph's Convent.

For the best specimen of wood-carving, Frank Rowland, St. Thomas Art School.

For the best specimen of lithography, George Birrell, Toronto Art School.

For the best specimen of sculpture in marble, Edmond Nobbs, London Art School.

For the best specimen of modelling in clay, Lilly Grimshaw, London Art School.

For the highest number of marks in Primary Drawing Course, (Art Schools and Ladies' Colleges), M. Sweeney, Loretto Abbey, Toronto.

For the highest number of marks in Primary Drawing Course, (Normal and Model Schools), Estelle Shepherd, Hamilton Model School.

For the highest number of marks in Primary Drawing Course, (High Schools and Collegiate Institutes), Roy Stephenson, Whitby Collegiate Institute,

For the highest number of marks in Primary Drawing Course, (Public Schools), Oswald Mundy, Hamilton Queen Victoria School.

EXAMINATION PAPERS.

The total number of examination papers sent out this year was as follows:

Primary Course.

Freehand	1,980	
Geometry	1,229	
Perspective	1,114	
Model drawing	1,996	
Blackboard drawing	1,985	
		8,304

Advanced Course.

Shading, flat	216	
Outline, round	199	
Shading, round	327	
Flower drawing	303	
Industrial design	165	
Competition for gold medal	3	
		1,213

Mechanical Course.

Advanced Geometry	47	
Machine Drawing	57	
Building construction	34	
Architectural design	25	
Advanced perspective	55	
		218
Total		9,735

Art Schools Reports for 1897-8.

1. *The Report of the Brockville Art School for the year ending 30th of April, 1898,* shows that fifty-three students attended the regular course of study during the session. The results of examination show a general improvement in the work in the higher branches. The number of certificates for extra subjects, including painting, wood carving, etc., exceeds that of any other term. Wood carving promises to become a popular and profitable branch of art education.

The advantages to be gained by holding departmental certificates in drawing, etc., have been pointed out to the students. That these certificates are of much value is made manifest by the application of Mr. Storey, a former pupil, for duplicate certificates to replace the originals, which were destroyed by fire. After leaving Brockville Mr. Storey secured a position on one of the largest daily newspapers in Chicago, and has recently been sent by the proprietors to Central America to contribute illustrated letters on that country. He has on many occasions in his letters to us testified to the value of the certificates.

Several former pupils of this school are filling good positions, and testify that the training received was of a nature adapted to their needs.

The day classes for drawing, painting from nature, etc., were quite popular, and attended by very earnest workers.

The evening class instruction included the different courses presented by the Education Department. The school was open 73 evenings.

The receipts, including $450 Government grant, were $537.99; expenditure $476.11; balance on hand $61.88.

2. *The Report of the Hamilton Art School for the year ending 30th of April, 1898*, shows 155 students enrolled (91 males and 64 females), some of whom attended more than one class. The total number of attendances registered is 6,642.

Not only has instruction been given to all grades of Hamilton citizens, but students have attended from the surrounding districts, and one student came from Winnipeg to attend this school. The general improvement of trade has had the effect of slightly increasing the evening class attendance. The equipment of the school has been added to as required.

During the visit of the British Association to Canada, Mr. Sparkes, Principal of the Normal College of Art, South Kensington, came to Hamilton and gave a most interesting address to the students and patrons of the school.

The receipts, including $561 Government grant, were $2,418.72; expenditure $2,402.48; balance on hand $16.24.

3. *The Report of the Kingston Art School for the year ending 30th of April, 1898*, shows that 31 students attended the day classes, and 20 the evening classes, the following trades and professions being represented: architects' assistants, blacksmiths, carpenters, machinists, turners, varnishers, etc., and all expressed satisfaction at their progress.

The subjects taught embraced the primary, advanced, and mechanical courses; china painting, wood-carving, and modelling in clay in the industrial course; painting in pastel, water colors, etc.

The attendance was about the average, and the interest maintained to the end of the session.

The receipts, including $445 Government grant, were $565.30; expenditure $565.30.

4. *The Report of the London Art School for the year ending 30th of April, 1898*, shows that 49 students attended the classes, and made very great progress during the session, their work being of a very superior quality, as shown by the various kinds of art school work our students exhibited at the Provincial Art Exhibition in Ottawa this year.

It is now twenty years since the London Art School was established, and it is satisfactory to know that a great number of our students, by becoming proficient in the studies required in their respective occupations, have made good positions for themselves in the various trades and professions, including architects, carpenters, cabinet-makers, decorative china painters, designers, engravers, lithographers, marble masons, painters, stair builders, etc.

The receipts, including $423 Government grant, were $519.93; expenditure $516.89; balance on hand $3.04.

5. *The Report of the Ottawa Art School for the year ending 30th of April, 1898*, shows that students, representing the following trades and professions, attended the classes during the session, viz, architects, clerks, designers, engravers, machinists, photographers, teachers, and students.

We regret to announce that Mr. J. H. Griffiths, who was the Principal of the London Art School from its commencement, and the pioneer teacher of china painting in Canada, died at his residence on the 30th of October 1898.

The receipts, including $435 Government grant, were $1,301.40; expenditure $1,641.94.

6. *The Report of the St. Thomas Art School for the year ending 30th of April, 1898*, shows that 52 students, representing the following trades and professions, attended during the past session, viz, clerks, carpenters, chemists and druggists, engineers, gardeners, machinists, millers, painters, teachers, students, etc.

The awards at the last departmental examination and the work of the students sent to the Ottawa Exhibition shows that a very great improvement has been made in this school during the past session, enabling it to successfully compete with the older and larger art schools of the province.

This school is incorporated with the St. Thomas Free Library, which contributes to its maintenance, the receipts and expenditure are included in the Annual Report of the St. Thomas Free Library.

7. *The Report of the Toronto Art School for the year ending 30th April, 1898*, shows that 63 students (15 male and 48 females) attended the day classes, and 95 students, (75 male and 20 females) attended the evening classes.

The sessional work presented by students for examination at the Education Department at the spring examination of 1897, was again successful in obtaining a large share of medals and certificates. The gold medal for the advanced course being again awarded to a student of this school.

The interest in the life classes continue to increase. Classes in painting on Saturday afternoons have been conducted for those who cannot attend during the usual business hours. These classes are well attended by young men engaged in lithographers' establishments; also by school teachers.

A friend having donated $50 for prizes to the students of this school, it was divided into two prizes—$10 and $5—for painting from life; two prizes—$10 and $5—for drawing from life; and three prizes—$10, $6, and $4—for the best specimen of designs suitable for industrial purposes. Through the kindness of the Minister of Education the awards were made by the examiners appointed by the Council of Education.

A special exhibit of the students' sessional work was held this year.

The receipts, including $493 Government grant, were $2,562.67; expenditure $2,537.08; balance on hand $25.59.

Provincial Art Schools Exhibition.—At the request of Her Excellency the Countess of Aberdeen and the representatives of the National Council of Women of Canada, the Minister of Education gave directions that the annual exhibition of industrial art be held in Ottawa this year.

Dr. S. P. May was appointed to superintend the exhibition, and it was opened to the public by His Excellency the Governor General on the 18th May, 1898.

The exhibition consisted of specimens of the sessional work in the subjects undermentioned which were received at the Education Department in competition for medals and certificates awarded at the annual departmental examinations:

1. *Brockville Art School.* Paintings in oil and water colors, monochromes, sepias and pastel drawings from life, pen and ink sketches, industrial designs and wood carving.

2. *Hamilton Art School.* Paintings in oil and water colors, monochromes and sepias industrial designs, architectural designs, lithography, and modelling in clay.

3. *Kingston Art School.* Paintings in oil and water colors, shading from casts outlines from the round, industrial designs, architectural designs, and wood carving.

4. *London Art School.* Paintings in oil and water colors, monochromes and sepias, pen and ink sketches, shading from casts, industrial designs, sculpture in marble, and modelling in clay.

5. *St. Thomas Art School.* Painting in oil and water colors and pastels, industrial designs, and wood carving.

6. *Toronto Art School.* Paintings from life, oil and water colors, monochromes, sepias, pastels, drawings from life, pen and ink sketches, shading from casts, industrial designs, lithography, photogravures and pencil sketches, modelling in clay and china painting.

Ottawa Art School did not compete against the other Provincial Art Schools for medals and certificates in the higher branches of art and design.

Specimens of work were also sent from the following Ladies' Colleges etc. :

7. *Belleville Albert College.* Paintings in oil and water colors, pen and ink sketches and industrial designs.

8. *Niagara Falls Loretto Academy* made a joint exhibit with Loretto Abbey, Toronto. Painting in oil and water colors, monochromes, sepias and pastels, shading from the antique, pen and ink sketches, industrial designs and china painting.

9. *Toronto Loretto Abbey.* Paintings in oil and water colors, shading from antique, shading from casts, industrial designs and china painting.

Extract from the Toronto *Globe*, 11th June, 1898 :

COMPLIMENT TO TORONTO.

In connection with the illustrations that appear in to-day's supplement of the exhibits of Provincial art schools an interesting fact should be mentioned that is omitted in the article accompanying the illustrations. The Countess of Aberdeen, it is understood, was so much pleased with the excellence of the exhibit of china painting from Loretto Abbey, Toronto, that a special gold medal will be presented to the ladies of Loretto as a recognition of their magnificent exhibition at the industrial art exhibition at Ottawa in May last.

10. *St. Thomas Alma College.* Paintings in oil and water colors and pastel, shading from the antique and industrial designs.

11. *Whitby Ontario Ladies' College.* Oil and water color paintings.

The exhibition was a great success and was much admired by the visitors from the United States and the different provinces of Canada who all expressed themselves as being delighted with the great progress Ontario had made in industrial art.

In connection with the exhibition a public address was given by Dr. S. P. May, Superintendent of Art Schools, on the History of Industrial Art Education in Ontario since 1850. The following is an extract from the Toronto *Globe*, 11th June, 1898 :

"PROVINCIAL EXHIBITION OF INDUSTRIAL ART.

ADDRESS BY DR. S. P. MAY, C. L. H., SUPERINTENDENT OF ART SCHOOLS, ON THE PROGRESS OF ART EDUCATION IN THIS PROVINCE.

In this issue of The *Globe* are published some illustrations of the Provincial exhibition of industrial art, and an address by Dr. S. P. May, C. L. H., Superintendent of Art Schools, given by permission of the Minister of Education, in connection with the meeting of the National Council of Women of Canada in the Normal School at Ottawa, on the 18th of May, 1898.

After some complimentary remarks on the address given by the preceding speaker, Mrs. Dunlop Hopkins, foundress of the New York School of Applied Design for Women, the doctor said:—On the special invitation of Her Excellency the Countess of Aberdeen, and by permission of the Minister of Education, I am present to give a short historic sketch of the progress of industrial art education in this Province, also to superintend an exhibition of industrial and decorative art work from some of our art schools and ladies'

colleges, especially for the purpose of showing the National Council of Women and their friends the great advancement made in this direction during the past few years by the women of this Province.

The first provision made by the Government of this Province for the encouragement of industrial art education was in 1850. When the grant for the erection of the Toronto Normal School was voted, one of the conditions was that the building should contain rooms for a school of art and design.

The rooms were provided, but the school was never established. The late Rev. Dr. Ryerson, the venerable founder of the Public School system of Ontario, having ascertained that the schools of design in England at that period were not successful, as proved by the exhibition of 1851 (which I will refer to later on), with the consent of the Government applied the funds voted for art education to the establishment of a museum, containing copies of the old masters, also plaster casts of ancient and modern statuary, and examples of industrial art from South Kensington. The museum was opened in 1856, and for several years was well patronized by students, some of whom are now our most prominent artists. In the same year, 1856, drawing was placed on the teacher's programme for Public Schools, but it was not made compulsory, and within the next twenty years very little progress had been made in drawing in our schools.

In 1876 the late Hon. Adam Crooks, the first Minister of Education, directed me to issue a circular to the teachers in this Province, requesting them to send specimens of drawing to be exhibited at the Centennial Exhibition in Philadelphia. In response to this circular a considerable number of so-called drawings were received, but what many of them were intended to represent no man could tell. The result was that I had only about two or three hundred drawings from our Public Schools on exhibition, although we had at that time 475,000 pupils.

This was an eventful year in regard to the art education of this Province, for, although our educational exhibit was universally acknowledged to be superior to that of any other country, in drawing we were simply nowhere. The Minister at once saw the necessity of making drawing a more important part of our educational system. The Ontario School of Art in Toronto had just been established, and a Legislative grant of $5000 was given them to assist in developing industrial art. At first their progress in decorative art was very slow, but within the past five years they have been very successful; some of their students are now either proprietors or workmen in several of our leading manufactories in Toronto, including lithography, engraving and decorative glass work. They have built up new industries and proved that in these branches of industrial art they can successfully compete against the skilled workmen of other countries.

I am pleased to state that Major Ellis, the Vice President of the Toronto Art School, is present. I may also inform you that in the manufacture of jewellery a new industry for women has recently been introduced in Toronto. I refer to enamelling on metal. At my request Major Ellis has brought some specimens of this work, which you can examine at the close of this meeting. Over forty women and girls are employed in the Ellis Jewellery Manufactory in Toronto.

In 1878 the London School of Art and Design was established. This school was also assisted by a Legislative grant. It is gratifying to state that many of the leading men and largest employers of skilled labor in London at the present day were pupils at the Art School.

I have still something very pleasant to say in reference to china painting. The ladies of Loretto Abbey, Toronto, wishing to show their sympathy with your association, have deputed two of the leading members of their community to visit Ottawa to arrange the splendid exhibit of china painting which you will have an opportunity of seeing at the exhibition after the close of this meeting. I may remark that the pupils of Loretto Abbey have taken the Provincial medals for china painting for three years in succession.

The teaching of china painting was first introduced in this Province by Mr. John H. Griffiths, who is still President of the London Art School. Mr. Griffiths, who is also

present on this occasion, had been a decorative painter and designer in some of the largest china manufactories in England. His tuition was so successful that it developed a new trade in London, and for several years past a considerable number of women and girls have earned a living in that city by painting china for the trade.

This same year, 1878, evening classes in modelling, design and drawing were conducted at the French-Canadian Institute in Ottawa, and subsequently similar classes were established by the directors of the Literary and Scientific Society of this city.

In 1882 the Ontario Art School was removed to the Education Department, under the direction of the Ontario Society of Artists and myself as representative of the Education Department. I was appointed superintendent; and directed by the Minister to visit the art schools in the United States. In my report I referred to the work done in art schools to aid in the employment of women. I made particular reference to the Philadelphia School of Design for women, which was established in 1847 by Mrs. Peters, wife of the British Consul at Philadelphia; and to the Cooper Institute in New York, founded by the late Mr. Peter Cooper in 1857. I had the honor of meeting Mr. Cooper, who was very proud of the Woman's Art School. He had just given an extra endowment of $150,000, with a proviso that instruction should be given to women in art and design. I also referred to the Decorative Art Society of Buffalo, established by the ladies of Buffalo in 1879.

In order to show you how much I was impressed with the importance of industrial art education for women, I will quote the concluding sentence in my report, which you will find in the annual report of the Minister of Education for 1882. I said in reference to teaching industrial art: "I consider that this will afford honorable and useful employment to women, and that many will avail themselves of these advantages, and probably those to whom self support may be necessary," and I can truly say that my experience since 1882 shows that I was correct in my statement, and I could, if time permitted, give you numerous instances where cultivated women in reduced circumstances have been enabled to support their families by applying the knowledge of industrial art which they obtained in art schools.

I may remark that considerable progress in art education was made in this Province during the administration of the Hon. Adam Crooks as Minister of Education.

In 1883 the Hon. Dr. Ross was appointed Minister of Education. As most of you know, Dr. Ross is a practical man: he has been a school teacher, inspector, and member of the Educational Council, and is a keen observer and politician, well knowing the wants of this country.

In the first place, he made drawing compulsory in our schools. The result is that we now have 447,000 pupils studying drawing in Public Schools, 36,000 in Separate Schools, and 12,000 in High Schools of Ontario. In addition to the 495 000 pupils I have just referred to, drawing is taught in nearly all our colleges, ladies' schools and private schools.

In order to provide qualified teachers of drawing, the Minister established summer classes for teachers and school inspectors. He then introduced special sets of drawing-books for the Public and High Schools, specimens of which can be seen at our exhibition downstairs.

Encouragement was given to establish art schools, and for the study of industrial art in colleges and other institutions. For the past few years seven Provincial art schools and about sixty other institutions, including colleges, ladies' schools, convents and private schools, have annually sent their work to the Education Department for examination.

The Minister also gave medals for various subjects in industrial art.

To the lovers of higher art I may say that the Minister made an arrangement last year with the Ontario Society of Artists to establish a permanent art gallery in the Educational Museum.

To give you some idea of the magnitude of our art school examinations, I may tell you that for several years we have issued on the average 4,500 certificates per annum, and medals are awarded for industrial designs, modelling in clay, china painting, engraving and lithography, oil and water color painting, and kindred subjects.

In reference to the excellence of the art work done by the women and girls of this Province, I may mention that during the past thirteen years the Minister of Education has presented gold medals annually for the advanced course in drawing. This is the highest Provincial award for drawing. Ten out of the thirteen medals were awarded to women. Out of the thirteen medals awarded for the primary course, ten were taken by women and girls. Out of fifteen silver medals for industrial drawing, presented by the Minister of Education, ten were taken by women. Out of twenty-eight silver medals presented by manufacturers, on special occasions, twenty were taken by women and girls in our schools. In painting from life, out of ten medals presented, seven were awarded to women.

Now, in regard to certificates, since 1885 2,500 teachers' certificates have been awarded in the primary course. Over 1,000 were taken by women.

Since 1885 178 teachers' certificates have been awarded in the advanced course. One hundred and thirty-six have been taken by women.

Out of 1,330 certificates in the industrial art course 938 have been taken by women.

I will now refer to the commercial value of our present system of art education. There is no trade nor profession in which drawing is not useful. To mechanics of all trades it is valuable; it not only makes them more skilled and artistic workmen, but it enables them to economize material. At a meeting of manufacturers held in the United States recently, it was stated that if every person employed in a manufactory understood drawing it would save one third of the labour. As to the value of industrial design, in which the ladies of this Province have shown their excellence, I may simply say that every article manufactured has three factors: (1) The raw material: (2) the labour; and (3) the artistic design. Now, every lady present knows that the price of an article of new design is frequently quadrupled. You can buy what is called an old-fashioned article for a much lower price than you will have to pay for the modern, although these may be both of the same intrinsic value.

We all acknowledge England to be the workshop of the world, but what would have been her position to-day had it not been for her Art Schools and Public Schools. At the first universal exhibition in 1851, British manufactuters found that their goods were not equal to those of other countries, neither in style nor finish. It was then France avenged the battle of Waterloo by turning the sword into a pencil, and came out victorious. Fortunately, the British people do not sit down and close their eyes and crow when they are badly beaten, but with sturdy perseverance determine to conquer, or to die. They immediately established schools at South Kensington and introduced the teaching of industrial drawing in every school receiving Government aid. At the exhibition in 1862, England had made so much progress in the artistic style and finish of her manufactures that the Prefect de la Seine sent a commissioner to England to ascertain how it was that British manufacturers had made such an advance in this direction, and the result was that France established similar methods for teaching industrial drawing as at South Kensington, and the same as is now taught in the art schools of this Province.

A few years ago a Royal Commission was appointed to visit manufacturing cities and towns in Europe, Canada, and the United States, to ascertain whether the large sums of money expended for teaching industrial art should be continued The huge report may be summed up in a single sentence: If England discontinued her schools of art and practical science, that country would soon lose its prestige as a manufacturing nation. There is no other country in the world that has reaped such advantages from industrial art. By its means she has spread her domains until the Union Jack follows the sun around the globe, and her commerce and manufactures are carried even beyond her conquests and colonial possessions.

We need not go so far as England, however, to learn the value of industrial art education. A few years ago the State of Massachusetts passed an act compelling the establishment of Industrial Schools in every town of 10,000 population, and also to provide free evening drawing classes. What has been the result? Although that State is almost as barren of natural products as the coast of Labrador, and has to depend chiefly upon sister States and other countries for food products, and materials to be used in manufactories, it is the most successful manufacturing State in proportion to area in the new or old world.

I will now refer to the increase of manufacturing establishments in our Province, which I claim have been increased by the aid of our industrial art education. I may mention that at the present time the art school students of this Province represent no less than 61 different trades. As shown by our last census, within a decade the manufacturing establishments of Ontario have increased 43 per cent, the number of employees 53 per cent., wages 88 per cent., capital invested 249 per cent. I have no doubt you will be surprised when I tell you that in 1891 (the last census) Ontario had 32,037 manufacturing establishments, whilst Quebec, New Brunswick, Prince Edward Island, Manitoba, and British Columbia combined had only 32,946. Ontario employed 166,716 persons: the other provinces mentioned only 167 434. Ontario paid $19,733,359 wages, whilst the provinces mentioned only paid as wages $43,264,527.

The working capital in Ontario was $94 420,789, whilst all the other provinces and territories in the Dominion had only $87,029,347 invested in their manufactories.

The output of the manufactories in Ontario was $239,781,926, against $236,416,960 by all the other provinces and territories in the Dominion.

The total number of persons employed in the manufacturing establishments in the Dominion in 1891 was 370,256—292,900 men and boys, and 77,356 women and girls.

Now a few words in reference to the Art Exhibition: the Countess of Aberdeen having informed me that Mrs. Dunlop Hopkins intended bringing specimens of industrial designs from New York, I thought this a good opportunity, as our annual examinations were then taking place, to show the work of our students, and with the consent of the Minister of Education I have fitted up two of the large lecture rooms on the ground floor of this building as art galleries, in which you will find specimens from some of our art schools and ladies' colleges in industrial design, machine and arcitectural drawing, painting on china, modelling in clay, marble sculpture, wood carving, lithography, photogravures, pen and ink sketches, drawings from life, oil and water colour paintings, and kindred subjects. Now, I wish you to understand that this is not a selected exhibit. It is a representative exhibit of the work done in this Province during the past session. It includes not only some of the best examples of last year's work, but also specimens which have not been passed by the examiners.

At the close of this meeting His Excellency the Governor General has kindly promised to formally open the exhibition, when you will have an opportunity of judging for yourselves of the wonderful progress made in art education by the students of this Province"

The Governor-General having declared the exhibition to be open to the public, it was kept open for the remainder of the week, and well attended by students, manufacturers, and others interested in industrial art education.

No. 5.—EXHIBITS FROM ART SCHOOLS, HAMILTON AND KINGSTON, ONTARIO LADIES' COLLEGE, WHITBY, AND LORETTO ABBEY, TORONTO.

8. *The Report of the Ontario Society of Artists for the year ending 30th April, 1898*, shows that the Society held or contributed to the following exhibitions during the year :

1. The Annual Exhibition of 1897 was held with about the usual loss. This being the fate of all modern art exhibitions which depend on the purely artistic character of the exhibition to attract support.

2. The Toronto Industrial Exhibition Art Department was again under the auspices of this Society. A special effort was made to elevate the exhibit to a higher plane and without the detraction of special separated exhibits.

The gallery was re-decorated and the plan adopted of hanging pictures with spaces between, which very much improved the appearance. There were 306 exhibits.

3. The exhibition of the Royal Canadian Academy was held in the galleries of the Ontario Society of Artists. The majority of the exhibitors were our own members

4. Onr members were also represented at the Loan Exhibition, Winnipeg; the Y. M. C. A. Loan held in Toronto; the Woman's Art Club, Toronto; and the Art Association of Montreal.

5. Several of our members have been represented in the Royal Academy, London the Paris Salon, and National Academy of Design, New York.

Two pictures of the value of $100 each, one by Mr. Manly and one by Mrs Reid were selected from the provincial collection in accordance with the terms of the government grant to the society.

The receipts including $500, government grant were $5,242.24, expenditure $2,840,79, balance on hand $2,401.45.

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9. Provincial Art Gallery. In 1895 the Act made provision that out of the government grant of $500 to the Ontario Society of Artists, the Society shall purchase two pictures annually to the value of $200, from the Society's exhibitors, the said pictures to become the property of the Education Department as a nucleus for the establishment of a permanent Provincial Art Gallery. In 1897 the Minister of Education entered into an agreement with the Society that provided it would keep one of the large galleries in the Educational Museum filled with the recent works of its members, that pictures would be purchased annnally for the Ontario Government to the value of $800.

This agreement has been faithfully carried out (for list of pictures see Minister's Report), and the artists in their annual report for 1898, say, "There can be no doubt that the influence of this patronage by the Ontario Government is already being felt and will stimulate our work very beneficially.

SCIENTIFIC INSTITUTIONS.

1. *The Report of the Hamilton Literary and Scientific Association for the year ending 30th of April, 1898*, shows that nine meetings of the general association and eighteen sectional meetings were held. Papers on the following subjects having been read and discussed :

Inaugural address by the President	A. Alexander.
Geological Notes	Col C. C. Grant.
Nerve Cells in Rest, Fatigue and Decay	Prof. A. B. Macallum.
The Scriptures of the Sky	J. A. Paterson.
The Lost Atlantis	Col. C. C Grant.
Biological Notes	W. Yates.
The Field of History	Rev. H. S Beavis.
Field Notes	W. Yates.
Chemistry and its application to Trade	F. J. Small.
Imagination in Literature	Dr. J. A McLellan.
Chaucer, His Times, Life, and Work	H. B. Witton.

Museum.—A large number of specimens donated to the Geological and Biological departments have been received during the year. The museum is kept open every Saturday afternoon for young people who wish to avail themselves of the privilege of examining the specimens and consulting with the working members for guidance in their researches. As a further stimulus to our young people we are now offering prizes for local collections in botany, geology and entomology.

The receipts including $400, government grant, were $564.03, expenditure $496.83, balance on hand $67.20.

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2. *The Report of the Kingston School of Mining for the year ending 30th April, 1897*, shows that 472 students received instruction during the session, eleven lots of ore varying from 500 lbs. to 7 tons have been tested in the mining laboratory within the year. The chlorination plant has been used for testing refractory ore from the Marmora District, and the cyanide plant is ready for erection.

The outside prospectors' classes were carried on in Mine Centre, Rat Portage, Port Arthur, Sault Ste. Marie, Renfrew, Egansville, and Macdonalds' Corners. The total number of students was 300.

The Dairy School branch had 88 students in attendance during the session.

The receipts including $8,400, government grant, were $15,516.77, expenditure $15,516.77.

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3. *The Report of the Ontario Historical Society for the year ending 30th of April, 1898*, shows that the Society was organized on 30th March, 1898, absorbing what was formerly known as the Pioneer and Historical Association of the Province of Ontario.

Affiliated Societies. Elgin Historical Society ; Grenville Pioneer and Historical Society ; Lundy's Lane Historical Society : Niagara Historical Society ; Niagara Falls U E. Loyalists Association ; Oxford Historical Society ; Women's Canadian Historical Society ; Wentworth Pioneer and Historical Society ; Thorold and Beaverdam's Historical Society ; and York Pioneer and Historical Society.

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4. *The Report of the Ottawa Literary and Scientific Society for the year ending 30th of April 1898*, shows that there are 335 active members.

Lectures. The following lectures were given and the Society was fortunate in inaugurating the series with a lecture by the celebrated Arctic explorer and discoverer Dr. Nansen.

North Pole	Dr. Fridjof Nansen
Literary and Musical Entertainment	
Place names of Canada	G. Johnson
Paradise Lost	Prof. S. W. Dyde
Anthropology	Rev. J. B. Saunders
Samuel Pepys	Joseph Pope
The Fur Seal	J. M. Macoun
The Yukon and its Gold Resources	W. Ogilvie

Library and Reading Room. The Librarian's Report shows that 8603 books were issued during the year, and the Reading Room which contains the leading English and American magazines and reviews, newspapers etc. is well patronized and very much appreciated.

Transactions of the Society. The transactions of the Society to the present date are being prepared for publication, and will be exchanged with other Societies in Canada, England, United States and elsewhere.

The receipts including $400, Government grant, were $1,120.82. expenditure $1,-051.97, balance on hand $68 85.

5. *The Report of L'Institut Canadien d'Ottawa for the year ending 30th April 1898*, shows that in addition to the usual literary and social entertainments given by the Society they have now established Free Evening Classes which are very successful.

Thirty lessons were given on each of the following subjects; Hygiene, Practical Electricity, Architecture and Design, and Political Economy.

The total number of pupils registered was as follows:—

Hygiene	212	Average attendance		135
Electricity	227	"	"	147
Architecture and Design	198	"	"	185
Political Economy	208	"	"	192

The average attendance each evening was 68, filling the seating capacity of our large hall and frequently persons had to be refused admittance for want of room.

In order to ascertain the efficiency of the work done in these classes, written examinations were held at the close of the session. The candidates secured a good average number of points on all four subjects, the majority of them showing great efficiency in Hygiene, Electricity and Architecture.

It is proposed to commence a class on cooking next session.

The receipts including $400, Government grant, were $1,067.62, expenditure $1481. 92, balance due Treasurer $414.30.

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6 *The Report of the Ottawa St. Patricks Literary and Scientific Association for the year ending 30th of April 1898*, shows that 72 members availed themselves of the privileges of the Library, Reading Room, and Lectures. The amount expended for Lectures and Entertainments was $488.85, and the proceeds $1 004.10.

The receipts including $50, government grant and balance from last year $1,741.38 were $2,982.96, expenditure $948.41, balance on hand $2034.55.

7. *The Report of the Ottawa Field Naturalists Club for the year ending 30th of April 1898*, shows that there are 225 members on the roll, at the first meeting of the Council, leaders in the several branches viz: Geology, Botany, Entomology, Ornithology, Conchology and Zoology, besides an Editor and Associate Editors of "The Ottawa Naturalist" were appointed.

Three general excursions and five sub-excursions were held during the year.

The "Ottawa Naturalist" the official organ of the Club under the editorship of Dr. H. M. Ami with a staff of Associate Editors, contains a record of the proceedings of the club, also valuable papers on the following subjects: Post pliocene deposits of the Ottawa Valley, Dr. H. M. Ami; Bird Notes, W. T. Macoun; Weather, Otto J. Klotz; Fruit growing in Canada, J. Craig; The Pelican, Prof. E. E. Prince; A Naturalist on the Pacific Coast, A. Halkett; The Cryptogamic Flora of Ottawa, Prof. J. Macoun; Birds of the Magdalen Islands, Rev. C. J. Young; Recent conclusions in Quebec Geology, and Geological formations of the Ottawa district, by Dr. R. W. Ellis; Pleistocene Geology of the Ottawa Valley, W. J. Wilson.

During the winter months the club had a course of seven soirees, at which several interesting papers were read, and Natural History specimens were exhibited.

Educational work. Considerable progress has been made in the naming and arranging of botanical specimens donated to various schools in this Province. One hundred specimens of named and mounted Cryptogams have been presented to the Ottawa Normal School by Prof. John Macoun, and Dr. Fletcher is preparing a collection of flowering plants for the same purpose. A special course of lectures to school children was given and a course of lectures was delivered at the Experimental Farm to Normal School students.

The President, Professor Prince, was appointed delegate as representative of the Club at the meeting of the Royal Society of Canada held in Halifax this year.

The receipts including $200, government grant, were $415.82, expenditure $345.92, balance on hand $69.90.

8. *The Report of the Canadian Institute Toronto*, shows that twenty three ordinary meetings were held and twenty-five papers read on the following subjects: Geology, Mineralogy, Ethnology, Anatomy, Biology, Botany, Meteorology, Geography, History, Philology, Political Economy, Literature, and three, Miscellaneous. The attendance of members and visitors at these meetings was greater than in any previous year and the character of the papers read was, on the whole, considerably higher than the average.

The Biological Section held ten meetings at which seven papers were read.

The meeting of the British Association in Toronto was very successful, and the Institute has received from the Local Executive Committee of the British Association the unexpended portion of the grants made by the City of Toronto, and the Dominion and Provincial governments given to meet the expenses of the British Association. This balance amounts to more than four thousand dollars. It was recommended by the representatives of the Institute that this amount be given to the Canadian Institute to meet unpaid accounts and to complete its collection of the publication of Scientific Societies.

The Dominion and Provincial Governments and the City have given their approval that the balance of the grant be given to the Institute on these terms.

During the year 798 volumes have been bound, and 3150, exchanges, purchases and donations have been received. The number of books and periodicals taken out by members was 834.

The receipts including $1,750, government grant were, $2,798.25, expenditure $2,598.25, balance on hand $200.

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9. *The Report of the Astronomical and Physical Society of Toronto, for the year ending 30th of April 1898*, shows that there are 17 corresponding members, 104 active members and 23 Associate members. The following Societies are in affiliation, Meaford Astronomical Society, Tavistock Astronomical Society and Orillia Astronomical and Physical Society.

During the year the following subjects have been discussed at the meetings of the Society, viz: Unification of Time; Rotation of Mercury; Interference of Sound; Black Aurora; Foci of Solar Activity; November Meteors of 1832 and 1833; Measurement of absolute Wave-length; Lunar Photograph, Paris Observatory; The Air Barometer; Dr. Zeeman's Discoveries; Planetary Rotation; Solar Observations, Faculæ; The Planet Mars; Total Solar Eclipse of May 1900; Solar Eclipse of July 29th; Lunar Observations; The Nautical Day; Periodicity of Magnetic Disturbances; Retrograde Motion of the Moons of Uranus; The Variable Star, Algol; Popularizing Astronomy; Lunar Sketches; The Schaeberle Aberration; The Astronomy of 1897.

A lantern slide exhibition was held and reports received from Orillia, Simcoe, Woodstock and Galt.

The receipts, including $200, government grant, were $284, expenditure, $265.06, balance on hand, $18.94.

APPENDIX H.—*TEACHERS' INSTITUTES*

Financial Statement, 1897.

Name of Institute.	Number of Institutes	Number of Members.	Government Grants.	Municipal Grants.	Members Fees.	Balance and Others Sources.	Total Receipts.	Printing, Postage, etc.	Libraries, Educational Journals, etc.	Miscellaneou	Total Expenditure.	Balances.
			$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
Brant	1	137	25 00	25 00	.....	149 96	229 96	.....	56 62	32 00	88 62	141 84
Bruce E.	1	119	25 00	25 00	.....	62 93	112 93	5 70	.....	35 25	40 95	71 98
do W.	1	33	25 00	25 00	8 50	88 12	146 62	5 00	29 00	37 00	71 00	75 62
Carleton	1	130	25 00	25 00	.....	50 68	100 68	0 48	4 00	48 65	53 13	47 55
Dufferin	1	113	25 00	25 00	14 75	17 03	81 78	10 10	17 40	54 28	81 78	.....
Dundas	1	92	25 00	25 00	23 60	8 67	81 67	5 10	.....	33 65	38 75	42 92
Durham	1	120	25 00	25 00	.....	107 87	157 87	5 25	.....	40 64	45 89	111 98
Elgin	1	150	25 00	.....	.....	53 50	78 50	13 50	.....	38 60	52 10	26 40
Essex N.	1	65	25 00	50 00	.....	46 46	121 46	15 00	.....	30 43	45 43	76 03
do S	1	112	25 00	50 00	.....	64 41	139 41	27 50	.....	12 35	39 85	99 56
Frontenac	1	147	25 00	25 00	.....	44 24	94 24	3 47	13 60	48 35	65 42	28 82
Glengarry	1	90	25 00	25 00	.....	21 06	71 06	22 34	.....	21 33	43 67	27 39
Grenville (3 Leeds)	1	100	25 00	25 00	.....	24 37	74 37	3 70	.....	50 93	54 63	19 74
Grey E. (N.)	1	29	25 00	25 00	7 25	41 40	98 65	1 63	.....	47 60	49 23	49 42
do W.	1	42	25 00	25 00	13 70	17 87	111 57	8 95	4 50	60 40	73 85	37 72
do S	1	52	25 00	25 00	13 25	160 94	224 19	6 25	.....	56 10	62 35	161 84
Haldimand	1	115	25 00	25 00	.....	192 74	242 74	5 45	.....	52 90	58 35	184 39
Haliburton	1	60	25 00	25 00	0 75	56 88	107 63	7 60	7 08	34 00	48 68	58 95
Halton	1	85	25 00	25 00	.....	142 70	192 70	9 00	4 60	31 80	45 40	147 30
Hastings, N	1	110	25 00	25 00	11 00	191 61	252 61	20 86	44 14	85 00	150 00	102 61
do S	1	134	25 00	25 00	.....	218 68	268 68	.....	.....	.....	.....	268 68
Huron, W. (S.)	1	120	25 00	25 00	12 00	23 96	85 96	6 10	.....	42 00	48 10	37 86
do E. (N.)	1	123	25 00	25 00	.....	116 13	166 13	3 35	2 00	50 05	55 40	110 73
Kent E.	1	71	25 00	25 00	35 50	77 44	162 94	14 00	.....	93 91	107 91	55 03
do W. and Chatham	1	135	25 00	25 00	17 75	49 36	117 11	18 81	4 25	43 05	66 11	51 00
Lambton, E. (1)	1	113	25 00	50 00	45 00	65 89	160 89	29 75	.....	108 84	138 59	22 30
do W. (2)	1	132	25 00	25 00	.....	41 63	116 63	28 10	.....	25 25	53 35	63 28
Leeds, 2, E.	1	92	25 00	25 00	20 50	196 74	267 24	17 94	22 21	31 95	72 10	195 14
do 1, W.	1	105	25 00	25 00	.....	86 90	136 90	6 89	26 90	20 00	53 79	83 11
Lanark	1	200	25 00	25 00	16 50	154 33	220 83	11 35	34 00	62 15	107 50	113 33

Lennox and Addington	1	100	25 00	25 00	.....	23 93	73 93	4 47	.....	23 20	27 67	46 26
Lincoln	1	120	25 00	25 00	.....	159 38	209 38	3 90	.....	27 75	31 65	177 73
Middlesex, E	1	125	25 00	305 10	24 00	38 61	392 71	114 76	267 47	4 50	386 73	5 98
do W	1	108	25 00	100 00	38 25	26 12	189 37	45 50	.....	134 05	179 55	9 82
Norfolk	1	140	25 00	25 00	.....	104 39	154 39	53 20	.....	11 00	64 20	90 19
Northumberland	1	52	25 00	25 00	12 75	235 36	298 11	25 50	.....	60 50	86 00	212 11
Oxford	1	147	25 00	25 00	2 75	123 03	175 78	17 00	.....	49 65	66 65	109 13
Ontario	1	145	25 00	25 00	.....	97 42	147 42	.....	.....	69 75	69 75	77 67
Peel	1	98	25 00	25 00	.....	86 46	136 46	10 00	30 00	36 00	76 00	60 46
Perth	1	175	25 00	25 00	.....	153 30	203 30	4 00	.....	157 29	161 29	42 01
Peterboro	1	112	25 00	25 00	.....	93 58	143 58	3 60	60 00	39 20	102 80	40 78
Prescott and Russell	1	118	25 00	.....	10 78	69 53	105 31	17 85	15 42	28 75	62 02	43 29
Prince Edward	1	90	25 00	25 00	.....	157 82	207 82	2 00	19 75	47 70	69 45	138 37
Renfrew	1	73	25 00	25 00	.....	163 38	213 38	30 50	18 50	93 40	142 40	70 98
Simcoe, N	1	46	25 00	75 00	11 50	85 57	197 07	64 83	10 25	59 02	134 10	62 97
do S	1	64	25 00	25 00	16 00	151 02	217 02	6 41	3 00	17 75	27 16	189 86
do E. and Muskoka, W	1	55	25 00	25 00	.....	102 89	152 89	3 12	3 50	54 78	61 40	91 49
Stormont	1	65	25 00	25 00	27 50	.....	77 50	8 78	.....	51 16	59 94	17 56
Victoria, E	1	84	25 00	37 50	3 25	148 92	214 67	6 85	13 65	84 51	105 01	109 66
do W	1	75	25 00	25 00	.....	11 06	61 06	2 50	16 25	22 15	40 90	20 16
Waterloo	1	72	25 00	.....	37 50	79 94	142 44	12 15	.....	117 70	129 85	12 59
Welland	1	146	25 00	25 00	.....	140 40	190 40	13 92	.....	99 12	113 04	77 36
Wellington, N	1	110	25 00	25 00	12 25	89 45	151 70	14 66	23 72	21 30	59 68	92 02
do S	1	115	25 00	24 85	.....	78 56	128 41	6 57	.....	65 15	71 72	56 69
Wentworth	1	102	25 00	25 00	8 50	87 33	145 83	4 75	38 95	19 30	63 00	82 83
York, N	1	42	25 00	.....	10 50	115 39	150 89	16 87	47 90	52 25	117 02	33 87
do S	1	41	25 00	25 00	20 50	169 43	239 93	8 00	51 95	31 77	91 72	148 21
Algoma, 1, E	1	41	25 00	.....	.....	12 33	37 33	1 45	17 48	3 75	22 68	14 65
do 2, W	1	20	25 00	.....	.....	42 23	67 23	4 25	8 25	3 17	15 67	51 56
do 3, M. I	1	23	25 00	.....	.....	35 54	60 54	80	18 71	15 72	35 23	25 31
Muskoka	1	75	25 00	.....	.....	77 25	102 25	3 70	.....	12 65	16 35	85 90
Nipissing	1	20	25 00	.....	5 00	27 02	57 02	7 03	27 01	8 15	42 19	14 83
Parry Sound, E	1	30	25 00	.....	14 50	16 03	55 53	7 37	29 00	10 65	47 02	8 51
do W	1	40	25 00	.....	6 72	53 76	85 48	9 66	36 37	5 00	51 03	34 45
Hamilton	1	171	25 00	25 00	.....	63 07	113 07	12 00	.....	28 00	40 00	73 07
Kingston	1	60	25 00	25 00	7 00	22 13	79 13	3 50	20 80	83	25 13	54 00
London	1	149	25 00	25 00	48 75	106 27	205 02	8 24	10 00	89 50	107 74	97 28
Ottawa	1	136	25 00	25 00	.....	79 10	129 10	12 95	21 00	48 20	82 15	46 95
St. Catharines	1	25	25 00	25 00	.....	68 44	118 44	.....	26 36	18 10	44 46	73 98
St. Thomas	1	34	25 00	25 00	2 45	5 05	57 50	2 50	.....	15	2 65	54 85
Toronto	1	614	25 00	25 00	120 25	767 57	937 82	48 42	325 36	225 20	598 98	338 84
Guelph	1	32	25 00	25 00	.....	79 17	129 17	.....	48 93	17 54	66 47	62 70
Windsor and Walkerville	1	56	25 00	25 00	.....	42 50	92 50	3 79	.....	15 00	18 79	73 71
Ontario Educational Association	1	500	600 00	.....	221 00	295 79	1116 79	667 42	.....	272 00	939 42	177 37
Total, 1897	73	7627	2425 00	2017 45	901 15	7122 60	12466 20	1607 94	1479 88	3511 02	6598 84	5867 36
Total, 1896	74	7687	2275 00	2077 50	1108 82	7546 63	13007 95	1938 88	1949 07	3470 17	7358 12	5649 83
Increase	.....	.....	150 00	.....	.....	.....	.....	.....	.....	40 85	.....	217 53
Decrease	1	60	.....	60 05	207 67	424 03	541 75	330 94	469 19	.....	759 28	.....

APPENDIX I.—*CERTIFICATES, ETC.*

1. Inspectors' Certificates Issued in 1898.

Boyes, Robert.
Brown, Percy Wm.
Currie, Peter W., B.A.
Copland, James Stuart, B.A.
Conn, Henry, B.A.
Forbes, John William, B.A.
Green, Leslie Arnold, B.A.
Garvin, Joseph L., B.A.
Kennedy, George E., B.A.
Liudy, Wm. Robert, B.A.
Lee, Charles Henry, B.A.
McNiece, James, B.A.
McVicar, Archibald.
McMurchie, James, B.A.
Mills. George K.
Meade, Robert, B.A.
O'Connor, Michael Joseph
Putnam, J. Harold.
Row, Robert Keable, B.A.
Reid, Marvin Ryckman.
Slemon, Edward T., B.A.
Stubbs, Samuel J., B.A.
Hodgson, Thomas Robt.
Tier, Wm , B.A.
Ward, Henry.

2. High School Principals' Certificates, 1898.

Armstrong, Thomas, C.L., M.A.
Auld, Charles, B.A.
Bennett, Charles Vincent, B.A.
Brow, Harry Wm., B.A.
Bell, Fred Henry, B.A.
Currie, Peter W., B.A.
Conn, Henry, B.A.
Dundas, Arthur A., B.A.
Dobbie, Wm. James, B.A.
Davis, John S., B.A.
Ewing, William Campbell, M.A.
Frost, Francis Henry, B.A.
Foucar, Walter K., B.A.
Forbes, John William, B.A.
Glassey, David Alex., B.A.
Jenkins, Robert Smith, M.A.
Lingwood, Fred H., B.A.
Lee, Charles Henry, B.A.
Myer, Albert N., M.A.
Montgomery, William, B.A.
McNiece, James. B.A
McDonald, James, M.A.
McCready, Samuel B., B.A.
McCool, John, M.A.
Macpherson, Walt. Ernest, B.A.
Odell, John Wm., B.A.
Rogers, James C., B.A.
Stevenson, Louis, B.A.
Sills, Wm Ryerson, M.A.
Stubbs, Samuel J., B.A.
Stoddart, Robert, B.A.
Slemon, Edward T., B.A.
Thompson, Margaret J., B.A.
Thompson, Peter James, B.A.
Tier, Wm., B.A.
Wilson, Alfred G., B.A.
Wilson, Henry Ernest, B.A.
Walks, Robert Hilton, B.A.

3. High School Assistants' Certificates, 1898.

Burke, Alexander.
Brown, Lyman, B.A.
Baines, Archibald W.
Chadsey, Stanley B.
Clarke, Fred. Hall, B.A.
Cæsar, Lawson, B.A.
Cloney, Sarah Louise, M.A.
Evans, Nellie S.
Foucar, Walter K., B.A.
Grant, Jennie J.
Huff, Samuel.
Knox, William John, B.A.
Kinver, Maggie M.
Kent, Eleanor.
Kelso, Alice C.
Morgan, John James B.A.
Morrow, John D.
Macpherson, W. E., B.A.
McRae, Jessie C.
McNiece, James, B.A.
MacLean, Katherine G , B.A.
Rowson, Alice Gertrude, B.A.
Struthers, Jean.
Scratch, Linnie M.
Strang, Rose Innis.
Shultis, Adam.
Stone, Samuel G., B.A.
Taylor, Julian, J. W.
Wright, Robert.
Weekes, Edith A.

4. Number of Public School Teachers' Certificates, 1898.

Third, Second and First Class.	Male.	Female.	Total.
Third Class per County Model School reports	435	731	1,166
Second Class—			
From Ottawa Normal School	49	149	198
Toronto Normal School	51	207	258
First Class	63	30	93
Total	598	1,117	1,715

5. List of Provincial Certificates Granted by the Education Department, 1898.

Candidate's Name.	Grade.		Candidate's Name.	Grade.	
	First Class.	Second Class.		First Class.	Second Class.
Andrews, David	1		*Brown, Amelia Mills		1
Allen, Louisa Jane		1	Baker, Etna Rose		1
*Armour, Amy Louisa		1	Ball, Florence Cath. Tracy		1
Anderson, Alton Hanes		1	Bell, Milne Mabel		1
Anderson, Lulu Wiay		1	Bell, William Snowball		1
Ault, Grace Genevieve		1	Blackwood, Jessie		1
Aiken, Dawson F	1		Booth, Bowes Cecil		1
Anglin, Sara	1		Botterill, Emma Margaret		1
Andrews, Robert T., B.A	1		Bradburn, Albert Wesley		1
Annis, Claire	1		Bryson, Albert Edward		1
Allen, Euphemia		1	Burchell, James Edward		1
Armstrong, E. Ruby		1	Butler, Edith May		1
Armstrong, Jennie		1	Botsford, Annie May	1	
Armstrong, Maggie		1			
Ashworth, Ethel Jane		1	Case, James	1	1
*Ashman, George H		1	Cameron, John H	1	1
Atkinson, Louis William		1	Christelaw, John Albert	1	1
Axon, David H		1	Carley, George		1
Adams, Frederick		1	Climentaga, Solomon		1
Andrew, Thomas Franklin		1	Clarke, Minnie		1
Ault, Ellen Margaretta Beatrice		1	Cameron, Lily Jean		1
			Carpenter, Elizabeth B		1
Blacklock, Robert Finlay	1	1	Chandler, Mabel R		1
Bulmer, James Robinson	1	1	Charlton, Armenia Jemima		1
Brightwell, Maude		1	Charlton, Ethel		1
*Barnes, Rachel Eileen		1	Clarke, Maud Westwood		1
Bayley, Frances		1	Cronk, Maude		1
Bell, Emma Augusta		1	*Crosby, Frances Harriet		1
Bird, Myra Araminta		1	Crown, Gertrude		1
Barry, Charlotte Amelia		1	Coolidge, Johiel		1
Boggs, Laban		1	Cooper, William Charles		1
Bongard, Alice Mabel		1	Campbell, Minnie		1
Bready, Effice C. E		1	Cannon, Bertha		1
Brown, Clara Louise		1	Cowan, Hattie		1
Bruce, Robert		1	Cowan, Margaret		1
Bishop, Minnie	1		Cox, Nellie Valetta		1
Blott, Emily	1		Cummings, Julia Mary		1
Black, Norman Fergus	1		*Curtin, Hattie Louisa		1
Bowman, Harry N	1		Cameron, Charles	1	
Bannister, John Arthur	1		Casey, Julia Anne		1
Beer, William B	1		Casson, Maggie A		1
Brown, James Albert	1		*Cooper, Emma		1
Brennan, Robert Wilson	1		Coote, Lillie May		1
Bingeman, Ida B	1		Crowston, Charlotte		1
Bagshaw, William B		1	Charlton, Robert M. S		1
Bice, Edgar L		1	*Corrigan, William James		1
*Bowles, Allen		1	Coutts, Hugh N		1
Brownlee, Thomas Henry		1	Cameron, Archibald Hugh		1
Burkell, W. George		1	Carroll, James Joseph		1
Babe, Hannah		1	Carruthers, Katie Grace		1
Bastedo, Henrietta L		1	Carter, Annie Ethyl		1

* Honors.

List of Provincial Certificates.

Candidate's Name.	Grade. First Class.	Grade. Second Class.
Chatterton, Anna		1
Clarke, Alice Grace Maude		1
Cowan, Sara Anne		1
Cubbon, Ethel Bertha		1
Cunningham, John Henry		1
Cunningham, Margaret Mary		1
Curtis, Clarence Arthur		1
Darroch, William Franklin	1	
*Dancaster, Bertha Maude		1
Darroch, Kate		1
Davidge, Maud Hannah		1
*Davidson, Kathleen Mary		1
*Denike, Edith Mary		1
Dewey, Beatrice		1
Dowswell, Mabel		1
Dunbar, Maude		1
Dunning, Georgie		1
Davidson, Adelaide Elizabeth		1
Delaney, Nellie Teresa		1
Diefenbaker, Ulysses Milton		1
Douglas, Annie		1
Dadson, Eldon E.	1	
Diefenbaker, Edward L.		1
Downing, Jessie		1
Day, Mary Edith		1
Doherty, Albert Ernest		1
Dunlop, Tena Colquhoun		1
Elder, Edith Jessie		1
Elliott, Jean		1
Emerson, Mabelle B.		1
Elliott, Maude	1	
Edwards, Cephas H., B.A	1	
Eadie, Agnes		1
*Edmondstone, Minnie		1
Eldon, Dorothy Evelena		1
Elliott, Dollie T		1
Edgers, Cora Persus		1
Elliott, William Alex		1
English, Jeannette		1
*Evans, Florence May		1
Evans, Wm. Edwin	1	
Fraser, James William, B.A	1	
Falconer, Emma		1
*Featherston, Gertrude Luella		1
Featherston, Lena Maude		1
Featherston, Roda F		1
*Fife, Alice Louise Olivia		1
Forgie, Annie		1
Foster, Lavina		1
Fraser, Hattie Wells		1
*Fraser, Jennie Anne		1
Frew, Margaret Agnes		1
Fulton, Minnie Douglas		1
Fennie, Nettie		1
Forrester, Catharine L.		1
Fraser, Edith Jane		1
Frost, Laura		1
Forester, Christopher	1	
Fettes, Annie		1
Flynn, Bertha Henrietta		1
*Fox, Roberta Kate		1
Freeman, Grace Olive		1
Farquharson, Madge Isabel		
Farquharson, Mia Louise		
File, Albert Barnes		
Forbes, Lillie		
Fowler, Henry J		
Fraser, Alexander McTavish		
Fraser, Charles		
Graham, Louis Hartley, B.A		1
Gentle, Eleanor		1
*Giddens, Hattie Madeline		1
*Gillies, Maggie Lillie		1
Goldsmith, Belle		1
Gray, Annie Margaret		1
Gardiner, Elizabeth		1
Garner, John Henry		1
*Graham, Jennie		1
Gibbs, Ernest E	1	
Grant, Georgina M	1	
Goodland, Alma	1	
Gallagher, Perthena B.		1
*Giles, Emma		
*Gissing, Jane		1
*Gordon, Jessie		1
Graham, Beatrice Louisa		1
Green, Ethel		1
*Gregory, Etta V		1
*Gesner, David Henry		1
Gilchrist, Mary Christina		1
Gillies, Barbara		1
Guiry, Anastasia		1
Hood, Finlay	1	
Hancock, Alberta Louise		1
Hart, Emma		1
Hewton, Annie		1
Hutton, Ida Selina		1

* Honors.

List of Provincial Certificates.

Candidate's Name.	Grade. First Class.	Grade. Second Class.
Hutty, Mabel Gray	.....	1
Hamil, Laura	.....	1
*†Hardy, Hannah Jane	.....	1
Harpell, Lillian	.....	1
Henderson, Blanche	.....	1
Henderson, Edna	.....	.....
Hoyle, Ada Louise	.....	1
Hunter, David M	.....	1
Hamilton, William A	1	.....
Hatch, Salem B	1	.....
Hislop, Jean	1	.....
Houston, Daniel Wesley	1	.....
Hilliard, Jennie	1	.....
Homes, Frank	1	.....
Hixon, Ernest W	.....	1
*Howard, George	.....	1
Hudson, Josiah W	.....	1
*†How, Frances Esther	.....	1
Howard, Minnie	.....	1
Howe, Lettie	.....	1
Inglehart, Lottie Eleanor	.....	1
*Irwin, Marietta E	.....	1
Idle, Annie	.....	1
*Ironside, Margaret Alice	.....	1
Johnstone, Margaret Mary	.....	1
Jewitt, Reuben William	.....	1
Jones, James Edward	1	.....
Jennings, Edward William	.....	1
Jewell, H. Della E	.....	1
Kelly, Charles E	1	.....
Kidd, William L	1	.....
King, Annie	.....	1
*Kent, Annie	.....	1
Kerr, Sara	.....	1
Kelly, Theresa	1	.....
Keegan, Letitia A	.....	1
Kinver, Annie M	.....	1
Kaempf, Margaret	.....	1
Keating, Frances Marguerita	.....	1
Ker, Leonia Minnie	.....	1
*Kindred, Harold Christopher	.....	1
Kirkby, Janet Baxter	.....	1
Lees, William Alexander	.....	1
Lipsett, James Herbert	.....	1
Livingstone, Elizabeth McLean	.....	1
Long, Mabel Evelyn	.....	1
Lowes, Carrie Emily West	.....	1
Lawrence, Annie Catharine	.....	1
Law, Mary	.....	1
Leonard, Annie Elizabeth	.....	1
Lucas, Gavin Allan, B.A.	1	.....
Lutton, James T., B.A.	1	.....
Leppert, Anna	1	.....
Lemmon, Alice	.....	1
*Lewis, Ada H	.....	1
Lewis, Ida	.....	1
Little, Jennie	.....	1
*Lucas, Elizabeth	.....	1
Lancaster, Maude	.....	1
Leich, Flora Rosetta	.....	1
Leonard, Katharine Mary	.....	1
Lett, Margaret Barnes	.....	1
Lobb, Leiffie Marion	.....	1
Loghrin, Martha	.....	1
Lawrence, Wm. Allan	1	.....
McQuarrie, William	.....	1
McKinnon, Mary C	.....	1
McCarthy, Nellie	.....	1
*McClellan, Ada	.....	1
McKnight, Nettie Lenora	.....	1
McLean, Sarah J	.....	1
McLeod, Sarah	.....	1
McNeill, Hannah Isabel	.....	1
MacDermid, Alice	.....	1
MacDougall, Harietta Lila	.....	1
McBean, Kate	.....	1
*McDonald, John Allan	.....	1
McDougall, Duncan	.....	1
MacKinnon, Lizzie	.....	1
McLaren, Euphemia	.....	1
McMahon, Julia	.....	1
McMahon, Margaret Ellen	.....	1
McNair, George Orme	.....	1
McWilliam, John	.....	1
McConnell, Jennie	1	.....
McKee, Hannah	1	.....
MacBeth, Andrew	.....	1
McAuliff, John Albert	.....	1
*McMillan, Edgar Roy	.....	1
MacDonald, Catharine	.....	1
*McLean, Grace	.....	1
MacLean, Maud	.....	.....
McGeorge, Ethel Graham	.....	1
Mcintosh, Julia Isabel	.....	1
McIntyre, Maggie	.....	1
McKeown, F. Evelyn	.....	1
MacDonald, John Alex	.....	1

* Honors. † Medallist.

List of Provincial Certificates.

Candidate's Name.	Grade. First Class.	Grade. Second Class.
MacFarlane, Margaret Griselda		1
MacMillan, Margaret Jeannette		1
*McDonald, James Edward		1
McGill, Jessie		1
McGregor, Bella		1
McKinnon, Katie		1
McNeelly, Hanna Elizabeth		1
McDonald, Emma Moran		
Moir, Isabella	1	
Midgley, George		
Moore, Wm. H		
*Mahaffy, Sarah Julia		1
Malcolm, Mary		1
Martin, Ella A		1
*Martin, Emma		1
Martin, Minnie		1
Miller, Janet		1
Miller, Letty		1
*Mitchell, Annie		1
Magee, Hannah		1
Maitland, Mary Elizabeth		1
Mann, Harry Clark		1
Medd, Nellie		1
*Michie, Annie Stewart		1
Miller, Bertha Anna		1
Mills, Alice Marion		1
Moloney, Agnes Elizabeth		1
Moloney, Kate		1
Morrison, Jennie Menzies		1
Marton, Andrew Symns		1
Marton, Mary		1
Morton, Sarah		1
Moulton, Lillian Ainsley		1
Mortimer, Ada E	1	
Mair, F. Ethel	1	
Madill, Alonzo J	1	
Murdock, William Eugene	1	
Mitchell, William McGregor	1	
Morrison, William George	1	
Millar, Margaret G., B.A	1	
*Malott, Susan Wilhelmina		1
Mann, Lizzie		1
Marshall, Ella Belle		1
Martin, Ada May		1
*Mathieson, Elsie		1
*Metcalf, Lila Anne		1
*Mitchell, Margaret C		1
*Moore, Mary Agnes		1
Morrish, Henrietta Estella		1
Morrison, Ada		1
Munro, Margaret A		1
Murray, Lizzie		1
Maybee, Byron Henry		1
Mills, Albert		1
Mitchell, Mary Ellen		1
Moffet, Carrie		1
Moore, Thomas Merritt		1
Nie, Bessie		1
Neilson, Mary		1
Newell, Isaac James		1
Norris, John		1
*Nichol, Florence		1
Newton, Annie M. L		1
Nicol, Annie		1
Newman, George Edward		1
Osborne, Walter J	1	
Osterhout, Albert E	1	
Osborne, Grace		1
Oswald, Susie McKenzie		1
O'Keefe, Ella		1
*O'Keefe, Annie Edith		1
O'Meara, M. Lizzie		1
Pratt, Arthur Clarence	1	
Parrott, Josephine		1
Patterson, Annie Eliza		1
Pearen, Mabel Eveline		1
*Pearson, Annie Helen		1
Pearson Bella		1
Platts, Alice Roberta		1
Porter, Libbie Maria		1
Pride, Agnes Berry		1
Punnchard, Lizzie Madeline		1
Pettit, Helen		1
Pickett, Agnes		1
Pierce, Mary		1
Poapst, Lydia Ann		1
Pentland, George E	1	
Palen, Imogen B	1	
*Parr, Emma Maud		1
Patterson, Ida Eleanor		1
Petrie, Elizabeth		1
Powell, Ada		1
Price, Charles Francis		1
Pringle, George Wesley		1
Pumaville, Morley Franklin		1
Potter, Jessie Mabel		1
Railton, Minnie V		1
Raynard, Winifred		1

*Honors.

List of Provincial Certificates.

Candidate's Name.	Grade.		Candidate's Name.	Grade.	
	First Class.	Second Class.		First Class.	Second Class.
Rees, Daniel		1	Streight, Maude Olive		1
Robertson, John Edward		1	Struthers, Alva Lee		1
Rolling, Walter		1	Suter, Samuel Henry		1
*Rosebrugh, Bena Effie		1	Salvadge, Mabel		1
*Ross, Margaret J. Clarke		1	Scott, Maggie		1
Ryan, Carrie Armintha		1	Shore, Evangeline		1
Rath, Mary		1	Simpson, Lillie Estella		1
Richardson, Isabella		1	Sing, Edith Eva		1
Ridgway, Lucilla Agatha		1	Smith, Shipman Harry		1
Reid, Marvin Ryckman, B.A.	1		Stewart, Annie		
Ryan, Hugh A	1		Styles, Emma Elliott		1
Richmond, Elliott	1		Swan, Sarah		1
Ross, Donald	1		Swann, Martha Robena		1
Ramsay, Walter	1		Scott, William J	1	
Roach, William Joseph		1	Spencer, Joseph	1	
Robinson, William George		1	Sparks, William	1	
*Roxburgh, James M		1	Smith, Charles Campbell	1	
Roszel, Curtis C		1	Scott, Vida Kate	1	
Railton Maggie		1	Simpson, Robert S	1	
*Rannie, Marion Roberts		1	Sutherland, Alison Gunn	1	
Reid, Katie F		1	Smith, Annie	1	
*Reid, May		1	Speirs, Robt. M	1	
*Richardson, Rachel Clark		1	*Sinclair, Jessie		1
Robertson, Mary Alice		1	*Sinclair, Maggie P		1
Roderick, Elizabeth		1	Scott, Edith Helen		1
*Rose, Maggie		1	Snowball, Anna Eliza		1
*Ross, Isabel		1	Stahlschmidt, Lulu Charlotte		1
Rutherford, Lena May		1	*Stead, Jennie		1
*Ryder, Laura M		1	Stephenson, Eva		1
Rath, Martha Amelia		1	Streith, Meta		1
Rea, Florence Elizabeth		1	Sutherland, Isabel		1
Reid, Robert George		1	Suttaby, Fanny Effie		1
Ridgway, Elfrida Winnifred		1	Symon, Helen		1
Rae, Annie Carr	1		Simpson, Ernstein		1
Ross, Ley M	1		*Slemon, Cyrus W		1
			Smith, D. Russell		1
Snellgrove, William John	1		Sadler, Clara		1
Shannon, Samuel	1		*†Scott, Margaret Jane		1
Sale, Annie Knight		1	Shaver, John Adam		1
Sanderson, Mary Louisa		1	Shaw, Ada Victoria		1
Schooley, Meta Anna		1	Sheehan, Catharine		1
Shier, Alberta		1	Slack, Gertrude Hamilton		1
Shore, George W		1	Smith, Harriet Louise		1
Short, S. Ada H		1			
*†Smith, George Peter		1			
Smith, Lizzie		1	Tuller, Sarah Frances		1
Sneath, Eunice		1	Turnbull, Mary Louisa		1
Stephenson, Sarah Jane		1	Turnbull, Sarah Willis		1
Stewart, Edythe		1	Turner, Emily Alice		1
Stewart, Laura		1	Taylor, James Henry		1
Stinson, George Harold		1	Thompson, Nellie		1

* Honors. † Medallist.

List of Provincial Certificates.

Candidate's Name.	Grade.		Candidate's Name.	Grade.	
	First Class.	Second Class.		First Class.	Second Class.
Turner, Evelyn		1	Weishar, Philip		1
Tapscott, Mabel C	1		White, Polina May		1
Tapscott, Cora I	1		Whitton, Jessie		1
Taylor, John Andrew, B.A	1		Winter, Lily Maud		1
Tigert, James H	1		Wright, William Harrison		1
Thibaudeau, Pythagoras	1		Wilson, James L	1	
Tonkin, Emma Elizabeth	1		Watson, Annie	1	
Taylor, Luther W	1		Wilson, Alice E. G	1	
Tackaberry, Wilson H	1		White, Robert Oliver	1	
Thompson, Margaret Alice		1	White, Margaret Elizabeth		1
Turnbull, Helen Jane		1	White, Etta		1
			*White, Minnie M		1
Uglow, Mary		1	Wilson, Kate		1
			Worden, Annie Frances		1
Volume, Annie		1	White, Joseph Edmund A		1
Vandervoort, Stella		1	Wilson, John Murray		1
			Waddell, Mary Eliza		1
*Ward, Arabella		1	Wadsworth, Mary Abigail		1
*Walker, John William		1	Wallis, Alice Maud		1
Wheatley, Clara Elizabeth		1	*Walt, Charles Finlay		1
Whittingham, Ada		1	Wegenast, Franklin Wellington		1
*Williamson, Aggie		1	Whiteford, David William		1
Wilson, James Johnston		1	Willis, Maud Sarah		1
Wintersgill, Nellie		1	Willoughby, Henry		1
Worthington, Maude Frances		1			
Wadsworth, Etta		1	Yarwood, Helen Alice		1
Wadsworth, Lizzie			Young, Ellen Elizabeth		1
Wallace Agnes Ellen		1	Yemen, Helen Young		1
Warrington, Hattie Laura		1			
Weatherilt, John Harkness		1	Zavitz, Edith		1
Weir, William James		1	Zimmer, Alfred Adam		1

* Honors.

6. Kindergarten Certificates, 1898.

Directors.

Angus, Helen A.
Armstrong, Barbara J.
*Bailey, Jessie M.
Campbell, Edith C.
*Constantine, Susannah H.
Copp, Annie G.
*Chamberlain, M.
Grant, Edith M.
*Gillespie, A. T.
*Gillies, E. M.
*Holmes, Lillian G.
Jackson, Charlotte G.
Jenkinson, Gertrude.
*Johnston, Essyltha
Kirby, Daisy E.
Laidlaw, Katie.
Mason, Lillian.
Nicol, Mrs. E.
Onderkirk, Dora.
Paradis, Mrs. A. V.
*Reynar, Fannie E.
Saunders, Grace L.
Sinclair, Janet E.
*Smith, Lucy H.
*Sparling, Mossie E.
Sutton, Bertha.
*Spence, A.
Temple, Josephine M.
Watson, Ada A.
Williams, A. M.
Webster, J. S.

Assistants.

Aylsworth, Victoria.
Buckham, G.
Connor, Agnes E.
Cameron, Alison H.
Carroll, Elma.
Faulds, Maude.
Forbes, Annie.
Leighton, Ida.
Mills, Gertrude.
Moore, Etta.
Mathews, Mabel.
McMichael, Ellen.
McIntosh, L.
Macdonald, Lillian.
*Perry, Margaret D.
Quarry, Laura.
*Rorke, Sadie W.
Roger, Frances.
Thompson, Beatrice.
Thompson, Alice J.
Trounce, Anora.
*Workman, Elizabeth.
Winter Myrtle.
*Withers, Nellie.
Wilson, Persis

7. Domestic Science Certificates, 1897 and 1898.

1897.	1898.
Fraser, Annie.	Alexander, Nellie.
Joy, Mrs. Jean.	Connor, Mary J.
Howard, Emily Mary.	Greene, Elizabeth.
Kennedy, Margueret.	Hegler, Lizzie.
McConnell, Emily.	Peacock, Grace.
Pantullo, Pearl.	Ross, Nellie, B.A.
Watson, Mary.	Teakles, Isabella, F A.
Watson, Helen Douglas.	Wilson, Nettie.

* Honors.

8 Temporary and Extended Certificates Issued During 1897 and 1898.

Counties.	Temporary certificates authorized by the Minister of Education during the year.		Third Class certificates extended by the Minister of Education during the year.	
	1897.	1898.	1897.	1898.
Glengarry	2			
Dundas			1	
Carleton	1			
Leeds and Grenville			5	5
Lanark	6			
Renfrew		2	2	1
Frontenac	4			
Hastings			1	
Haliburton	3		2	
Victoria			1	1
York			1	
Simcoe and Muskoka			3	1
Welland			1	
Oxford				1
Bruce				1
Middlesex		1		1
Elgin			1	
Kent			2	1
Lambton	1	1		
Essex	13	13	3	3
District of Algoma			2	2
District of Parry Sound and Nipissing	3	1	6	3
Eastern Ontario, R.C.S.S.	15	22	1	
Western Ontario, R.C.S.S.	2	7		2
Total, 1897	50		32	
Total, 1896	46		54	
Increase	4			
Decrease			22	
Total, 1898		47		22
Total, 1897		50		32
Decrease		3		10

Of the 22 teachers whose Third Class certificates were extended in 1898, 4 obtained Junior Leaving standing. The periods of service were :

	1897.	1898.
Three years and under	10	6
Four to six years	3	3
Seven years and over	19	13

APPENDIX K.—*INDUSTRIAL SCHOOLS, 1898.*

Hon. Geo. W. Ross, LL.D., Minister of Education, Toronto :

Dear Sir,—I have the honor to submit the following report of the Victoria Industrial School and the Alexandra Industrial School for the year 1898.

Victoria Industrial School for Boys, Mimico.

Registered number for the year	180
Admitted during the year	54
Sent out during the year	57
Attended throughout the year	69
Total days' attendance	40,862

Alexandra Industrial School for Girls, East Toronto.

Registered number for the year	32
Attended during the year	15
Sent out during the year	9
Deaths	1
Attended throughout the year	7
Total days' attendance	6,764

Both schools continue to be well managed. I am glad to be able to report that the Police Magistrate has sent more boys this year than for the last few years.

Yours truly,

Toronto, December, 20th, 1898. JAMES L. HUGHES.

APPENDIX L.—*DEPARTMENTAL LIBRARY, 1898.*

Report of the Librarian of the Education Department.

To the Honorable G. W. Ross, LL.D., M.P.P., Minister of Education.

The following is my Report of the operations of the Departmental Library for the year 1898.

The ordinary business of the library consists :

1. In the giving out of books to the students of the Normal School, and to Teachers and other persons, in terms of the official regulations relating to the library. A record of each book given out is made in a register, in which the parties borrowing books sign their names. by way of a receipt and as a guarantee that they will return the books in a given time.

2. The selection, in special cases, and the purchase of books is under the authority of the Minister. Each book is stamped as it is received, and a record of it made in an entry book.

3. The binding of books, periodicals and leading newspapers.

4. Preparation of catalogues, and the noting in them of new purchase of books.

5. Miscellaneous matters, including the examination and certifying of bills and accounts.

1. Record of Books given out during 1892-1898.

The following table shows a falling off in the number of books given out in 1898. This was chiefly owing to the removal of the School of Pedagogy to the Normal College at Hamilton.

	1892.	1893.	1894	1895.	1896.	1897.	1898.
Given out in month of January	159	334	375	354	573	699	608
" " February	431	764	609	804	1,040	1,370	928
" " March	617	944	585	1,034	1,270	1,702	1,393
" " April	467	897	991	627	1,021	1,111	882
" " May	546	814	694	633	843	923	969
" " June	332	461	332	354	400	609	677
" " July	69	54	47	223	32	254	265
" " August	100	97	48	100	16	184	223
" " September	526	370	344	415	295	514	410
" " October	1,263	1,148	1,010	1,130	1,170	1,200	1,043
" " November	1,136	1,004	1,039	1,063	1,268	1,099	1,024
" " December	693	559	540	597	752	704	464
	6,339	7,446	6,614	7,334	8,680	10,369	8,896

2. Number of Books purchased in 1892-1898.

The number of books purchased in 1892 was	388
" " 1893 "	290
" " 1894 "	257
" " 1895 "	430
" " 1896 "	495
" " 1897 "	476
" " 1898 "	533

The number of specimen books, chiefly text books, sent to the Department in 1898 was 49, and the number of magazines, periodicals and newspapers received was 182.

Of the 533 books purchased for the library in 1898, 122 were, under the authority of the Minister, selected and purchased by me while recently in England on leave. In making this selection I was very much aided by my friend Mr. Marston, of the firm of Messrs. Sampson Low, Marston & Co., of the Saint Dunstan's House, Fetter Lane, Fleet Street, London.

The chief number of the books purchased by me in London was second hand, or old books out of print. They were selected from the catalogues of second-hand book dealers, in various parts of England, which Mr. Marston collected for me. Among these books are many rare ones, relating to the history of the Universities of Oxford, Cambridge and Edinburgh, etc., etc.

The most interesting of these books are the following:

University of Oxford:

Life of William of Waynflete, Bishop of Winchester . . . and founder of Magdalen College, Oxford. With Portrait and Illustrations. London, 1811.

University and City of Oxford. Displayed in seventy-two views. London, 1821.

Oxford University Statutes, in two volumes, with Illustrations:
Volume I.: The Caroline Code, or Laudian Statutes, promulgated in 1636.
Volume II.: The University Statutes, from 1769 to 1850. (1851).

William of Wykeham and his Colleges; with numerous Illustrations. (1852).

University of Cambridge :

Memorabilia Cantabrigiæ : or the different Colleges in Cambridge, with Biographical Sketches of their Founders and eminent men, with Portrait. London, 1803.

Illustrations on Steel of the College at Cambridge. (No date).

Storer's Delineations of Trinity College, Cambridge—with descriptions, a series of large steel engravings. (No date.)

University of Edinburgh :

History of the University of Edinburgh from 1580 to 1646, with copy of Charter granted to the University by James VI. of Scotland. By Professor Thomas Craufurd. Edinburgh, 1808.

History of the University of Edinburgh from its foundation. By Andrew Dalzel. Edinburgh, 1862. In two volumes.

The Story of the University of Edinburgh during its first three hundred years. By Sir Alexander Grant, Baronet. London, 1884. In two volumes.

Miscellaneous :

Letters on the Elementary Principles of Education. By Elizabeth Hamilton. In two volumes. London, 1810.

Liberal Education, or a Practical Treatise on the methods of acquiring Useful and Polite Learning. By Vicesimus Knox, M.A., Oxford. London, 1789. In two volumes.

Plans for the Government and Liberal Instruction of Boys in large numbers ; drawn from experience. London, 1822.

Education and Self-Formation, based upon Physical, Intellectual, Moral, and Religious Principles. From the German of Dr. J. C. A. Heinroth, Professor at the University of Leipsic. London, 1838.

Necessity of Popular Education as a National Object, with hints on the treatment of criminals, and observations on homicidal insanity. By James Simpson, Advocate, Edinburgh, 1834.

The Royal English Dictionary ; or a Treasury of the English Language, to which is prefixed a comprehensive Grammar of the English Tongue. By D. Fenning. London, 1761.

History of the Burgh Schools of Scotland. By James Grant, M.A. London and Glasgow, 1876.

Technical Training, being a suggestive sketch of a National System of Industrial Instruction, founded on a general diffusion of practical science among the people. By Thomas Twining. one of the vice-presidents of the Society of Arts. London, 1874.

Public Schools for the Middle Classes. By Earl Fortescue, Patron of the Devon County School, with an Appendix. London, 1864.

The History of Adult Education, in which is comprised a full and complete History of the Mechanics and Literary Institutions, Athenæums, Philosophical, Mental, and Christian Improvement Societies, Literary Unions, Schools of Design, etc., of Great Britain, Ireland, America, etc., etc. By J. W. Hudson, Ph.D., Secretary of the Manchester Atheræum, Founder of the Scottish and Northern Unions of Literary and Mechanics' Institutions, etc. London, 1851.

Harrow School and its Surroundings. By Percy M. Thornton, author of "Foreign Secretaries of the 19th Century." London, 1885.

3.—*Books, Magazines, etc., bound during the years 1882-1898.*

1892.	1893.	1894.	1895.	1896	1897.	1898.
79	109	136	141	98	99	90

4.—*Official Report on Education in Different Countries received during 1896, 1897 and 1898.*

	1896.	1897.	1898.
Various Provinces of the Dominion	29	64	61
Various States of the American Union	36	47	53
Great Britain and Ireland	28	36	16
Buenos Ayres	10	...	10
Montevideo	11	...	6
Victoria	2	1	...
Western Australia	1	1	4
Argentine Republic	...	13	2
Costa Rica	5	1	2
France	3	8	1
Uruguay	...	13	...
Hawaii	...	...	1
Germany	...	...	1
Barbadoes	...	1	...
Japan	1	1	1
Jamaica	2	...	1
New South Wales	...	1	1
Cape of Good Hope	1	1	1
New Zealand	3	2	1
British Guiana	1	1	1
Queensland	1	1	1
Tasmania	1	2	1
Switzerland	...	3	...
Natal	1	...	...
Mauritius	2	...	...
Venezuela	1	...	...
Totals	149	199	165

5.—*Various Catalogues.*

1. *Education.*—The Catalogue of Books relating to various subjects of Education and kindred subjects for the use of Students, Teachers and others has been reprinted. The present catalogue is a reprint, with large additions, of a catalogue of a more contracted character, printed in 1886.

2. *History of Canada.*—A supplement of the catalogue of our very extensive variety of books on the Dominion of Canada and its various Provinces, printed in 1890, is now being prepared for issue this year. The various historical societies avail themselves of this collection of historical books—the members of which express themselves greatly pleased with the extent and variety of books in the collection.

3. *Miscellaneous.*—As stated in my report of 1896, we have catalogues in manuscript of (1) books on the classics and kindred subjects, (2) of works of art, and (3) of a number of rare text books, dictionaries, etc., presented to the library by the Venerable Dr. Scadding, ex-master of Upper Canada College.

6.—*Historiography.*

1. *Documentary History of Education in Upper Canada.*—Before leaving for England in 1897, on leave, I anticipated the usual period of preparing the fifth volume of the "Documentary History of Education in Upper Canada." By extra effort I was enabled to place it in the printers' hands before I left Canada. I am now engaged in preparing the sixth volume of that history, and, as formerly, I have much difficulty in gathering up the various threads of the narrative. I have had, therefore, a good deal of correspondence with several parties in regard to the "missing links," but so far with satisfactory results I have had, as before, to draw largely on private letters and other papers, which, by bequest of the Rev. Dr. Ryerson, were placed in my hands. The authorities of Queen's College, as a special favor, have lent me six volumes of pamphlets and documents relating to the College. Such of the contents of these volumes, as was necessary for my purpose, have been carefully copied for insertion in the current and subsequent volumes of the Documentary History.

I have also been in communication with the Very Reverend Vicar-General Kelly of the Archdiocese of Kingston, and also subsequently with the recently appointed Archbishop, in regard to the history of Regiopolis College. I hope, therefore, soon to be in possession of such information in regard to that College as will enable me to continue the narrative of its condition up to the time of its being closed in 1869. Owing to the exertion and liberality of the late Archbishop Cleary and the generous clerical friends of the College it was re-opened with gratifying success in September, 1896, with an attendance of fifty-four pupils.

Report on Elementary Schools in England—During my stay in England I was enabled to procure a mass of very interesting information in regard to the greatly developed system of Elementary Education in that country. I have embodied all of this information in the form of a Special Report on the subject for insertion as an Appendix (N) to your report for 1898. The statistics embodied in this report are those which were published in England by the Education Department there in its report for 1897-8.

J. GEORGE HODGINS,

Librarian and Historiographer.

Toronto, 20th January, 1899.

APPENDIX M.—*COUNTY MODEL SCHOOLS*;

I. STATISTICAL TABLE,

Name of Model School.	Name of Principal.	Certificate of Principal.	Salary of Principal.	Year of appointment.	Time Principal devotes to Model School work during the term.	Number of assistants with 1st class certificates.	Number of assistants with 2nd class.
			$				
1 Athens	R. Thompson	1	700	1896	all day		3
2 Barrie	W. J. Hallett	1	900	1893	"	1	8
3 Beamsville	J. R. Bulmer	1	600	1898	"	1	3
4 Berlin	J. Suddaby	1	1,150	1877	"	1	5
5 Bracebridge	G. H. O. Thomas	1 N.P.	650	1885	"	1	4
6 Bradford	A. Orton	1	750	1888	"	1	3
7 Brampton	A. Barber	1	800	1894	"	1	9
8 Brantford	W. Wilkinson	M.A.	1,275	1872	5½ hrs.	2	13
9 Caledonia	A. B. Shantz	1	700	1895	all day		3
10 Chatham	T. C. Smith	1	800	1893	"	1	9
11 Clinton	W. R. Lough	1	825	1884	"		6
12 Cobourg	W. J. Hamilton	1	840	1895	"	1	7
13 Collingwood	E. Ward	1	950	1880	"		6
14 Cornwall	J. Connolly	1	900	1892	"		10
15 Durham	T. Allan	1	700	1888	"	1	3
16 Elora	L. K. Fallis	1	650	1894	"	2	3
17 Forest	J. Campbell	1	700	1894	"		5
18 Galt	R. Alexander	1	1,000	1875	"	1	7
19 Gananoque	J. C. Linklater	1	1,000	1888	"		5
20 Goderich	S. P. Halls	1	900	1894	"		11
21 Hamilton	W. H. Elliott	B.A.	1,300	1893	"	34	93
22 Ingersoll	H. F. McDiarmid	1	900	1885	"	2	7
23 Kincardine	F. C. Powell	1	850	1877	6 hrs.	1	3
24 Kingston	R. K. Row	B.A.	1,100	1885	all day	1	8
25 Lindsay	G. E. Broderick	1	1,000	1888	"		19
26 London	R. M. Graham	1	1,200	1891	"	1	9
27 Madoc	T. C. Tice	1	700	1897	"		6
28 Meaford	A. A. Jordan	1	750	1891	"		4
29 Milton	W. F. Inman	1	750	1893	"		4
30 Minden	F. C. Gillis	11	450	1897	"		1
31 Mitchell	C. M. French	1	800	1893	"		4
32 Mount Forest	H. Bewell	1	700	1897	5½ hrs.		7
33 Morrisburg	A. E. Meldrum	1	700	1895	5½ hrs.		4
34 Napanee	J. R. Brown	1	750	1897	all day		7
35 Newmarket	W. Rannie	1	700	1877	"	1	5
36 Norwood	H. R. Scovell	B.A.	640	1897	"		5

R. C. SEPARATE SCHOOLS.

Model Schools, 1898.

Number of assistants with 3rd class.	Number of assistants with other class.	What time did assistant relieve a Principal from public work?	Is separate room provided?	Is there a professional library? No. of volumes?	Government grants.	Municipal grants.	Received from fees.	Number of divisions in school.	Number of divisions used for Model School purposes.	Number of pupils sent at one time to a division to observe or teach.	Length of time students are trained before being sent to the division to observe.	Length of time students are trained before being sent to the divisions to teach.
					$	$ c	$ c.					
1 1	.....	all day	1	41	150	150 00	125 00	4	4	6	6 wk's	6 w'ks
2 1	....	"	1	45	150	150 00	100 00	9	9	3	6 "	6 "
3.....	.....	"	1	75	150	150 00	100 00	4	4	5	6 "	6 "
4 4	.....	"	1	45	150	150 00	50 00	12	10	2	6 "	6 "
5 3	....	"	1	108	150	.....	65 00	9	8	6	5 "	6 "
6.....	.....	"	1	46	150	150 00	72 00	4	4	4	6 "	7 "
7.....	....	"	1	40	150	250 00	69 00	10	10	4	6 "	8 "
8 2	.....	"	1	220	150	150 00	30 00	17	12	4	4 "	6 "
9.....	.....	"	1	175	150	150 00	135 00	4	4	8	6 "	6 "
10 1	.....	"	1	300	150	150 00	215 00	11	10	4	6 "	7 "
11 2	.....	"	1	45	150	150 00	145 00	8	8	4	6 "	6 "
12 3	.....	"	1	60	150	150 00	78 00	5	11	4	6 "	6 "
13 8	.....	"	1	52	150	150 00	50 00	14	14	2	6 "	6 "
14.....	1	"	1	50	150	150 00	170 00	11	10	3	6 "	6 "
15 1	1	"	1	40	150	150 00	105 00	6	5	3	6 "	8 "
16.....	.....	"	1	58	150	150 00	102 50	5	5	5	6 "	6 "
17.....	.....	"	1	40	150	150 00	150 00	6	6	5	6 "	6 "
18.....	.....	"	1	48	150	150 00	55 00	8	8	6	4 "	7 "
19 6	.....	"	1	51	150	150 00	60 00	12	6	3	6 "	6 "
20 1	.....	"	1	55	150	150 00	125 00	12	12	4	5 "	5 "
21 13	10	"	1	600	150	150 00	120 00	12	11	4	4 "	4 "
22 3	.....	"	.....	46	150	50 00	27 50	13	11	3	6 "	7 "
23 2	.....	6 hrs.	1	38	150	150 00	85 00	6	6	3	3 "	6 "
24.....	.....	all day	1	160	150	150 00	180 00	8	42	4	4 "	4½ "
25.....	.....	"	1	50	150	150 00	166 50	19	17	2	3 "	6 "
26.....	.....	"	1	40	150	88 24	165 00	10	10	4	5 "	6 "
27	.....	"	.....	34	150	250 00	171 00	0	6	6	5 "	5 "
28 4	....	"	1	52	150	150 00	80 00	8	8	2	6 "	8 "
29 2	.....	.....	1	44	150	200 00	130 00	6	5	5	6 "	6 "
30 1	.....	all day	1	40	150	150 00	50 00	8	3	5	6 "	6½ "
31 3	.....	"	1	40	150	150 00	50 00	7	7	2	6 "	6 "
32 2	.....	"	1	51	150	150 00	130 00	9	9	4	6 "	6 "
33 3	.....	5½ hrs.	1	53	150	2,611 00	155 00	7	7	5	5 "	5 "
34.....	.....	all day	1	50	150	200 00	100 00	10	8	3	6 "	8 "
35.....	....	"	1	60	150	175 00	57 50	5	5	2	4 "	6 "
36	.....	"	1	40	150	150 00	90 00	5	5	6	5 "	7 "

APPENDIX M.—*COUNTY*

I. Statistical Table,

Name of Model School.	During how many weeks do students teach in the division?	How many hours per day.	Total number of classes in the divisions used for Model School purposes.	Average number of teachers taught by each student during the term.	Average number of lessons each class will be taught by all the students during the term.	Average length of each lesson.	How long does a student remain in a division before passing to another.	Number of students on roll.
1 Athens	6 weeks	2	11	20	45	30 mins.	4 days	25
2 Barrie	6 "	30 m.	23	20	14	20 "	4 "	20
3 Beamsville	6 "	1½	11	20	36	20 "	6 "	20
4 Berlin	6 "	1¾	18	24	17	25 "	4 "	10
5 Bracebridge	6 "	2	16	20	19	15 "	2 "	23
6 Bradford	6 "	3	10	20	30	20 "	6 "	15
7 Brampton	6 "	1½	20	30	22	20 "	3 "	17
8 Brantford	6 "	2	21	26	10	30 "	2 "	7
9 Caledonia	6 "	2⅝	8	15	50	20 "	6 "	27
10 Chatham	4 "	1½	22	20	40	20 "	2 "	43
11 Clinton	5 "	1	18	20	18	20 "	3 "	29
12 Cobourg	6 "	½ day	30	25	15	30 "	2 "	18
13 Collingwood	4 "	1½	21	17	8	20 "	1 week	10
14 Cornwall	6 "	1	20	18	29	20 "	1 "	33
15 Durham	4 "	1½	13	18	29	20 "	3 days	21
16 Elora	6 "	1¼	14	11	18	18 "	3 "	23
17 Forest	6 "	1½	17	18	23	20 "	6 "	28
18 Ga't	4 "	1⅓	15	21	17	20 "	1 "	13
19 Gananoque	6½ "	2⅔	14	20	17	20 "	1 week	12
20 Goderich	6 "	1½	22	24	26	20 "	4 days	25
21 Hamilton	8 "	1	.....	20	8	25 "	6 "	24
22 Ingersoll	5 "	1¼	14	25	8	22 "	4 "	6
23 Kincardine	7 "	1⅓	18	18	17	25 "	3 "	17
24 Kingston	8½ "	2⅔	42	18	13	20 "	9 "	36
25 Lindsay	7 "	1	43	20	16	20 "	2 "	36
26 London	6 "	1⅓	15	20	47	20 "	2 "	34
27 Madoc	7 "	1	15	13	29	15 "	3 "	35
28 Meaford	3 "	1½	13	20	15	25 "	1 "	16
29 Milton	6 "	1⅔	17	18	27	20 "	1 week	26
30 Minden	6 "	1¼	10	17	17	20 "	6 days	16
31 Mitchell	6 "	40 m	9	21	23	20 "	4 "	10
32 Mount Forest	6 "	1¼	19	18	3	20 "	2 "	28
33 Morrisburg	7 "	1⅓	15	16	16	22 "	6 "	35
34 Napanee	5 "	1	17	20	23	20 "	3 "	20
35 Newmarket	5 "	1	5	25	25	20 "	2 "	12
36 Norwood	5 "	1½	12	18	27	24 "	4 "	18

MODEL SCHOOLS, ETC.

Model Schools, 1898

	Male.	Female.	Number who passed final examination.			Number with senior leaving certificates.	Number with junior.	Number with primary.	Number with district.	Allowance made by trustees to principal's assistant.	Number of renewals granted by the board.	Average age of students.
			Male.	Female.	Total.							
1	7	18	7	18	25	.....	18	12	... ..	120	2	19
2	6	14	6	12	18	1	9	10	....	.....	6	20
3	7	13	6	12	18	.....	12	8	.... ..	125	7	19 1/3
4	5	5	5	5	10	.....	6	4	. ..	50 p.m.	14	19 1/2
5	6	17	6	5	11	.....	3	5	9	150	.....	18
6	8	7	8	7	15	.....	4	9	2	125	.....	19
7	6	11	5	11	16	1	7	9	.....	.....	.. . ..	19 1/4
8	2	5	.....	.....	.....	2	4	1	.....	.....	1	18
9	15	12	15	12	27	.....	18	9	....	125	9	19 2/3
10	11	32	10	31	41	3	25	15	.....	175	49	18 2/3
11	15	14	15	14	29	.... ..	16	13	... .	125	17	19 1/2
12	11	7	9	4	13	1	5	12	.....	140	12	20
13	8	2	8	2	10	... . .	3	7	.... ..	130	... .	20
14	10	23	9	21	30	.....	17	16	.....	150	26	19
15	6	15	6	14	20	1	6	14	....	125	2	19
16	11	12	8	11	19	1	11	11	.. ..	125	10	19 1/2
17	11	17	10	13	23	.....	15	13	.....	125	5	19 1/2
18	5	7	6	6	12	.....	8	5	.....	150	.....	19
19	5	7	5	7	12	.... ..	5	7	.....	150	13	18 1/2
20	13	12	12	10	22	.... ..	8	17	.....	150	27	19 1/2
21	10	14	9	12	21	3	17	4	.....	.....	16	20 1/2
22	3	3	3	3	6	.....	6	.....	.....	50	.....	19
23	6	11	5	9	14	1	9	7	.....	.. ..	21	19
24	12	24	12	24	36	4	10	11	11	99	15	18 2/3
25	11	25	9	23	32	....	12	24	....	.....	16	19 1/3
26	9	25	9	25	34	3	21	10	.....	250	....	19 1/2
27	12	23	12	23	35	.....	13	9	3	140	25	19
28	8	8	.....	.....	.....	1	7	8	.....	100	.....	19
29	9	17	7	17	24	3	12	9	.....	150	10	19 1/2
30	.....	10	.....	10	10	.....	.....	.....	10	88	7	18 1/2
31	2	8	2	8	10	1	7	2	.....	125	.....	18 2/3
32	11	17	9	14	23	.....	12	16	.....	140	7	19
33	17	18	17	18	35	1	8	29	.....	150	. .....	19
34	9	11	8	11	19	.....	6	12	1	200	....	19
35	5	7	5	7	12	1	9	2	.....	150	.....	19 1/2
36	11	7	11	7	18	3	7	8	.....	130	5	19

APPENDIX M.—*COUNTY*

I. Statistical Table,

Name of Model School.	Name of Principal.	Certificate of Principal.	Salary of Principal.	Year of appointment.	Time Principal devotes to Model School work during the term.	Number of assistants with 1st class certificates.	Number of assistants with 2nd class.
			$				
37 Orangeville	M. N. Armstrong	1	800	1885	all day	2	7
38 Owen Sound	T. A. Reid	1	1,000	1894	"		12
39 Parry Sound	A. M. Currie	1	700	1896		1	4
40 Perth	M. M. Jaques	1	1,000	1884	all day		6
41 Picton	R. F. Greenlees	1	800	1866	"		7
42 *Plantagenet	D. Chenay	1	1,200	1890	½ day		1
43 Port Hope	F. Wood	1	1,000	1885	all day		15
44 Port Perry	A. M. Rae	1	800	1877	5½ hrs	2	2
45 Prescott	C. Macpherson	1	1,000	1871	all day		6
46 Renfrew	E. N. Jory	1	825	1891	"		
47 Richmond	R. J. Brown	1	600	1898	"	1	2
48 St. Thomas	N. M. Campbell	1	1,000	1876	"		8
49 Sarnia	A. Wark	1	950	1867	"		9
50 Simcoe	I. S Rowat	1	800	1889	"	I	7
51 Stratford	J. R. Stuart	1	1,000	1887	"		21
52 Strathroy	T. Dunsmore	1	850	1882	"		8
53 Toronto	W. E. Groves	1	1,150	1895	"	2	9
54 Toronto Junction	W. Wilson	1	900	1889	"		10
55 Vankleekhill	S. J. Keys	1	750	1898	"		4
56 Walkerton	E. J. Rowlands	1	850	1893	"	1	7
57 Welland	S. C. Woodworth	1	800	1890	"	2	3
58 Whitby	J. A. Brown	1	950	1877	"		3
59 Windsor	G. W. Chisholm	1	900	1895	"		7
60 Woodstock	S. Nethercott	1	900	1893	"		27
Total		1 M.A. 3 B.A. 55 I. 1 II.				66	494

* French

MODEL SCHOOLS, ETC.

Model Schools, 1898.

Number of assistants with 3rd class.	Number of assistants with other class.	What time did the assistants relieve a Principal from public work?	Is separate room provided?	Is there a professional library; Number of volumes?	Government grants.	Municipal grants.	Received from fees.	Number of divisions in school.	Number of divisions used for Model School purposes.	Number of pupils sent at one time to observe or teach.	Length of time students are trained before being sent to the division to observe.	Length of time students are trained before being sent to the divisions to teach.
					$	$ c.	$ c.					
37 1	.....	all day	1	45	150	150 00	85 00	10	8	2	6 w'ks	6 w'ks
38 1	.....	.....	1	60	150	150 00	120 00	13	13	3	6 "	8 "
39 1	2	.....	1	42	300	.....	95 00	7	7	3	6 "	7 "
40 2	1	all day	1	68	150	150 00	5 00	10	9	5	6 "	7 "
41....	.....	"	1	60	150	150 00	115 00	8	8	3	7 "	7 "
42 9	2	.....	1	60	950	400 00	.....	4	3	18	2 "	3 "
43.....	...	all day	1	55	150	150 00	75 00	15	10	3	6 "	6 "
44 2	.....	"	1	50	150	150 00	75 00	6	6	4	6 "	7 "
45	.....	"	1	65	150	150 00	125 00	6	6	4	6 "	8 "
46....	.....	"	1	52	150	150 00	125 00	8	7	3	6 "	6 "
47.....	.....	"	1	42	150	500 00	30 00	3	3	7	7 "	7 "
48.....	.....	"	1	50	150	150 00	180 00	8	8	3	5 "	6 "
49	.....	.....	1	52	150	150 00	65 00	9	9	2	6 "	6 "
50... ..	.....	all day	1	75	150	150 00	105 00	8	8	3	7 "	8 "
51 4	.....	.....	1	55	150	150 00	145 00	25	22	3	6 "	6 "
52.....	.. ...	all day	1	56	150	150 00	50 00	9	8	3	6 "	6 "
53.....	3	"	1	189	150	150 00	190 00	12	12	13	3 "	6 "
54.....	1	"	1	50	150	150 00	120 00	10	10	3	6 "	6 "
55.....	.....	"	1	213	150	300 00	82 50	4	4	4	6 "	7 "
56 1	.....	"	1	55	150	150 00	120 00	9	9	3	6 "	6 "
57 2	.....	"	.....	300	150	150 00	95 00	7	6	3	6 "	7 "
58 1	3	"	1	79	150	150 00	35 00	7	7	2	5 "	6 "
59 1	.....	"	1	35	150	150 00	110 00	8	8	3	6 "	6 "
60 1	1	"	1	115	150	150 00	70 00	30	12	2	6 "	8 "
92	25	.....	.....	60-4,915	9,950	12,074 24	5,976 50	....	.....	.....	.....	.....

training school.

APPENDIX M.—*COUNTY*

I. Statistical Table,

Name of Model School.	During how many weeks do students teach in the division?	How many hours per day?	Total number of classes in the divisions used for Model School purposes.	Average number of lessons taught by each student during the term.	Average number of lessons each class will be taught by all the students during the term.	Average length of each lesson.	How long does a student remain in a division before passing to another.	Number of students on roll.
37 Orangeville	6 weeks	40 m	16	24	25	20 mins	4 days	17
38 Owen Sound	4 "	1¼	18	18	26	25 "	2 "	26
39 Parry Sound	4 "	3	12	21	53	20 "	1 "	19
40 Perth	6 "	1.20	18	20	38	20 "	6 "	34
41 Picton	6 "	1½	16	18	18	20 "	3 "	23
42 *Plantagenet	4 "	3	8	6	13	30 "	2 "	18
43 Port Hope	5½ "	1	16	20	18	20 "	5 "	15
44 Port Perry	6 "	1	14	20	21	20 "	4 "	15
45 Prescott	4 "	1⅓	12	30	15	20 "	3 "	25
46 Renfrew	7 "	1¼	14	16	28	20 "	1 week	25
47 Richmond	6 "	3	8	18	47	20 "	7 days	28
48 St. Thomas	6 "	1	8	27	54	20 "	2 "	16
49 Sarnia	7 "	1½	24	26	16	20 "	3 "	15
50 Simcoe	4 "	1½	11	20	38	20 "	2 "	21
51 Stratford	6 "	1⅝	43	24	19	20 "	1 week	33
52 Strathroy	6 "	1½	22	25	12	25 "	4 days	10
53 Toronto	6 "	40 m.	12	18	30	20 "	1 "	39
54 Toronto Junction	6 "	1	14	18	30	20 "	3 "	24
55 Vankleekhill	5 "	3	12	16	20	15 "	4 "	17
56 Walkerton	7 "	2½	19	18	22	20 "	4 "	24
57 Welland	5 "	1½	16	20	23	20 "	4 "	19
58 Whitby	6 "	1½	16	28	12	20 "	6 "	7
59 Windsor	7 "	1	12	25	50	20 "	6 "	22
60 Woodstock	5 "	1½	20	20	20	35 "	5 "	14
Total								1,288

* French

MODEL SCHOOLS, ETC.

Model Schools, 1898.

Male.	Female.	Number who passed final examination.			Number with senior leaving certificates.	Number with junior.	Number with primary.	Number with district.	Allowance made by trustees to principal's assistant.	Number of renewals granted by the board.	Average age of students.
		Male.	Female.	Total.							
37 10	7	10	6	16	1	5	11	....	115	10	19
38 8	18	6	18	24	.....	9	17	.....	.....	2	19
39 8	11	8	11	19	.....	....	1	18	125	17	20
40 7	27	5	25	30	.....	17	17	.. .. ..	125	12	19
41 9	14	7	12	19	.....	7	16	.....	135	9	19
42 8	10	6	7	13	.... ..	....	.... ..	.....	.. .. ..	.....	19
43 6	9	6	7	13	1	9	5	.....	.. ....	9	19
44 7	8	7	8	15	.....	6	9	.....	125	8	20
45 9	16	9	16	25	4	9	12	.....	150	9	18½
46 6	19	6	19	25	.. . ...	6	12	7	125	21	18½
47 8	20	8	20	28	.....	8	20	.....	198	48	19
48 10	5	9	6	15	2	8	6	.....	....	14	19
49 6	9	5	8	14	1	7	7	.....	.....	2	19
50 15	6	14	5	19	1	5	15	....	160	12	19½
51 11	22	8	19	27	5	14	14	.....	... ..	16	18⅛
52 3	7	3	7	10	1	7	2	.....	175	.....	20⅝
53 1	38	.... ..	37	37	2	32	5	....	220	23	19½
54 6	18	5	18	23	1	13	10	. .. ..	150	.....	19
55 14	3	3	13	16	.....	5	12	.. ..	130	8	19
56 15	9	15	6	21	1	13	10	.....	130	20	18½
57 7	12	6	12	18	3	8	8	....	140	11	19
58 2	5	2	5	7	.....	4	3	....	120	8	19⅓
59 8	14	6	12	18	1	7	10	4	160	13	18½
60 6	8	6	8	14	3	8	3	.....	....	14	19
494	794	435	731	1,166	... ...	.... ..	.....	... .	....	608	19

training school.

2. Roman Catholic Separate School Statistics, 1898.

Location of schools.	Number of school districts.	Number of buildings.	Number of teachers.	Male teachers.	Female teachers.	Religious teachers.	Secular teachers.
Rural sections	198	203	241	32	209	47	194
Villages	18	19	45	2	43	31	14
Towns	43	52	173	13	160	106	67
Cities	12	73	291	37	254	256	35
Total, 1898	271	347	750	84	666	440	310
Total, 1897	266	.....	725	.....	.....	418	307

New Sections.—1 Balfour and Rayside (Chelmsford), 6 Caledonia (St. Albert), 1 Dunnett and Rutter (Warren), 3 Griffith and 1 Matawatchan (Griffith), 4 South Plantagenet (Fournier).

High School Entrance Examination.

	No. that wrote.	No. that passed.	Per cent. success-ful.
1898	825	500	61
1897	731	530	72
1889	470	261	55

APPENDIX N. — *ON POPULAR EDUCATION IN ENGLAND, BY DR. HODGINS.—MANITOULIN ISLAND, BY W. HOUSTON, M.A.—MEMBERS OF THE EDUCATIONAL COUNCIL AND BOARD OF EXAMINERS.—LIST OF HIGH SCHOOL PRINCIPALS AND ASSISTANTS.*

1. On Popular Education in England, 1897 8, by J. G. Hodgins, LL.D.

To the Honourable the Minister of Education for Ontario.

I enclose herewith, for publication, as an appendix to your Report, a special Report on the state and progress of "Popular Education in England"—the statistics illustrating which I have brought down to the latest date of their publication in England, viz., in 1897-98.

I was prompted to prepare the substance of this Report, while recently in England, on leave, when I became aware of the remarkable progress which had been made in educational affairs there, since 1845, when I accompanied the Rev. Dr. Ryerson, late Chief Superintendent of Education. in his visit to various Schools in England and Scotland.

I found upon enquiry, that in 1844—the year in which the Rev. Dr. Ryerson was appointed to his office, (and I as his assistant,)—the grant made by Parliament in aid of popular education in England and Wales did not exceed the sum of £40,000 ; while, in this last year, (1898), when I was in England, this grant had arisen to the truly imperial sum of £8,520,175 for elementary education, besides the grants of £3,445,621 for education in Ireland and Scotland, or a total of £11,965,796 for the three Kingdoms. Of course, the question naturally arose, as to what were the causes which brought about so remarkable a change in public opinion, in England, in regard to popular education.

This question is partially answered by the Honourable George C. Broderick, Warden of Merton College, Oxford, in an article which he wrote in the *Fortnightly Review* for July, 1898. In that article he points out what has been the result of the far reaching and powerful influence of Oxford and Cambridge in stimulating and moulding public opinion in England on the subject of Elementary, as well as Secondary, Education in that country.

Two other influences have been, of late years, at work in England to produce a like result. These influences have been almost as strong and effective as that of the Universities, but they were of a totally different character, and of a more direct and practical kind.

The first, and most potent, of these influences has been partly commercial, in its active side, in pursuit of openings, and partly national, in its competitive form. The other educational factor, which has produced good results, and which has largely helped to mould public opinion, has been the practice of prominent men and politicians, of all shades of opinion, to address gatherings of various kind on some special educational topic. These addresses rarely take a political form ; but deal with such questions as "Commercial Education," "Agricultural Education," "Training Colleges," "Secondary Schools," "Manual Training," "Naval and Military Education," "Museums," "College Endowments," "Technical Instruction," and "Science Schools," etc.

This feature of English educational life is dealt with more fully in the last Chapter of this Report, I would, therefore, refer you to it for fuller information on the subject.

I have briefly referred, in some Chapters, to the interesting collateral subjects of Industrial Education, Secondary Schools and University Extension in England.

J. GEORGE HODGINS.

Toronto, 20th of February, 1899.

PRELIMINARY REMARKS.

I was much surprised and interested, on coming to England, on leave, to find how absorbing a topic Public Education had become of late years in that country.

I was the more interested in the condition and progress of Education in England, from the fact that, in a visit with the Rev. Dr. Ryerson to various Schools in that Country in 1845, we found that, with the exception of the Borough Road Training School, London, and St. Mark's Training College, Chelsea, and what might be termed their Schools of Practice, and some other Elementary Schools under private control, there was practically little organized effort made to promote Popular Education in England.*

Another fact, which tended to increase my interest in Public Education in England was that I had, (in 1862-63 and in 1868 69), the rare advantage of meeting two most distinguished English Educationists—in the former year, the Rev. James Fraser, then Education Commissioner to the United States and Canada, and afterwards the able and distinguished Bishop of Manchester; and, sometime afterwards, the Right Hon. W. E. Forster, the Founder, in 1870, of the present System of Popular Education in England. These Gentlemen having been in Canada, as intimated, discussed with the Rev. Dr. Ryerson, at some length, the general subject of education, and its development in Upper Canada, and I was requested to furnish them with such details of our Public School System as might be of interest to them, which I did.

I had frequently occasion to furnish information in regard to our Upper Canada School System to many other Gentlemen from time to time. In a Note received from the Rev. Dr. J. H. Rigg, Principal of the Wesleyan Training College at Westminster, he says:—"I remember distinctly my introduction to you in 1873, and your ready help in explaining to me the work and the plans and arrangements carried out by Dr. Ryerson, with your aid."

CHAPTER I.—THE ENGLISH SCHOOL LEGISLATION OF 1870, AND SUBSEQUENTLY.

Mr. Forster's notable School Act of 1870 forms the ground work and foundation of all subsequent School Legislation in England: and each of the successive Education Acts of 1873, 1874, 1876, 1880, 1890, 1891, 1893 and 1897, (of which latter there are three), are made to "read" as part of the original Forster Act of 1870.

The Education Department, (or the "Lords of the Committee of the Privy Council on Education,") exercise an active official control over both the Voluntary and the Board Schools. This it is enabled the more effectively to do, by reason of the fact, that the Parliamentary Grants for these Schools is, by the Legislature, placed at its disposal. This Grant the Department impartially administers to both classes of Schools alike, being guided in its distribution by the carefully prepared and very full Reports of the School Inspectors.

The popular interest with which the subject of Public Education is regarded in England at present is greatly stimulated by recent legislation, and by the increased efforts, as the result of that legislation, of the several educational organizations, which are recognized and aided, as such, by the central authority, or the "Lords of the Committee of the Privy Council on Education" These organizations are active co-operative workers, and, by their zeal in maintaining Schools, give practical proof of their own vitality, and of their earnestness in promoting the cause of popular education in England, from their own standpoint.

* Having embodied a good deal of information, in regard to these, and other, Schools in England in 1845-6, in the Fifth Volume of the "Documentary History of Education in Upper Canada," I need not further refer to the matter here.

The Voluntary Educational Co-Workers in England.

Of these voluntary organizations there are five, acting independently of each other, and rivalling, more or less successfully, in many respects, the "Board", or purely Government, Schools of the Country. They are:—(1) the Anglican "National Society;" (2) the "Roman Catholic;" (3) the "Wesleyan Committee on Education;" (4) the non-denominational "British and Foreign Society," and (5) the "Church of England (evangelical) Home and Colonial School Society."

The comparative strength and vitality of these five "Voluntary School" Societies, and of the Government "Board Schools," may be seen from the following Table, taken from the Privy Council Education Report for 1897-98:

——	No. of Schools.	Accommodation.	Average Attendance.
1. Anglican	11,813	2,756,911	1,869,393
2. Roman Catholic	1,018	380,241	240,191
3. Wesleyan	456	181,288	124,438
4 and 5. British and Foreign, and the Home and Colonial	1,131	348,994	231,118
	14,418	3,667,434	2,465,190
Board Schools	5,539	2,552,724	2,022,850
Grand Totals	19,957	6,220,158	4,488,040

In addition to these several School organizations, there are some active propagandist associations, which have been organized for the purpose of opposing, or championing, the "Board," or "Voluntary", school systems, as the case may be. Other educational associations exist. Among them are those for the purpose of promoting "Technical and Secondary Education," "for the maintenance of definite Religious Education in the Public Elementary Schools," and for various other purposes. There are also Teachers' "Associations," "Guilds," and "Unions," for the purpose of advancing their several interests.

Maintenance of the English Elementary Schools Board and Voluntary.

Owing to recent agitation in England of the subject of popular education,—stimulated by the demands of the Voluntary Schools,—the Imperial Parliament, in 1897, passed a brief Act, providing liberally for the maintenance of Voluntary Schools, as managed by the various Religious and other organizations named. This was done without in any way diminishing the Grant, or directly, or indirectly, interfering with the right secured to the Board Schools by the Forster School Act of 1870, of requiring the "rating authority" of a locality to raise, by "local rate," such sums, to make up deficiencies, as might be required by the School Board. While the Voluntary Schools Act of 1897 has not perceptibly weakened the claims, or lessened the rights, of the School Boards, it has given a wonderful impetus to the cause of Voluntary Schools, and has awakened among their supporters a latent interest in their success throughout England. This fact is emphasized in the recent Reports of the various Voluntary School Societies. They all

more or less dwell, with great satisfaction, upon what they regard as an assured certainty that Voluntary Schools have finally "come to stay;" but this is very doubtful, as I have endeavored to show in Chapter XIII.

As a set-off to this Grant to Voluntary Schools, Parliament made another Special Grant to the Board Schools, but of a very much smaller amount.

Before referring in detail to the interesting history and characteristic features of the various Denominational organizations, for the support and maintenance of Voluntary Schools in England, it may be desirable to note down a few facts which illustrate what may be considered the comprehensive and greatly improved character of the present System of Popular Education in that Country, as embodied in the Acts of Parliament, expanded and amplified, as they are, in the yearly "Code" of the "Lords Committee of the Privy Council on Education."

CHAPTER II.—SPECIAL CHARACTERISTICS OF THE ENGLISH ELEMENTARY SCHOOL SYSTEM.

1. And first, I may refer to the Parliamentary Grant. This, to a colonial mind, seems marvellously great. Only fancy £8,056,758 as the grant of 1897-98 for "elementary schools" of various kinds, including £37,160 as pensions for Teachers, in England and Wales, and also £171,856 for Training Colleges. This sum of £8,056,758 is equal (at the rate of $4 85 to the pound sterling) to $39,808,777, or over thirty-nine millions of dollars for elementary and training schools in England and Wales for one year. Including "administration" and "inspection" the aggregate expenditure for Public Education in England and Wales for 1897-98 does not fall far short of $45,000,000. I may here state that the Elementary School Grant of the same year for Ireland is £1,221,734, and for Scotland £1,281,867, or £11,023,776 in all for the promotion of Popular Education in the three Kingdoms—**over Fifty Millions of dollars for one year!**

The Act of 1891, Establishing Free Rural Schools in England.

2. The next feature of the English School System, to which I would allude, is the Parliamentary provision, in the Act of 1891, for the establishment of practically "free schools," chiefly in the rural parts of England and Wales. This is done by what is called a "fee grant;" that is, a grant over and above, and in addition to, the ordinary Parliamentary Grant to a School, on the basis of average attendance. This Grant is designed to enable School Managers to dispense with school fees from pupils, or to diminish the amount of the fees payable to a School. Its effect is gradually to do away with school fees altogether. This incident of the "fee grant" is not altogether popular with the Managers of Voluntary Schools, as they cannot fall back upon a school rate, as can the Board Schools, to make up any "deficiency" caused by the loss of the accustomed fees.

The number of free schools in England in 1897-98 was 16,912, out of 19,957; attended by 4,771,897 pupils, out of 6,220,158 on the rolls.

Nature of the Manual Training in the English Elementary Schools.

3. The third feature of the English School System, to which I would call attention, is the "movement for the introduction," as the recent Report of the Education Department states, "of manual training into all classes of schools, as a corrective to an excess of book work." In addition to this valuable and interesting feature of the English School System, the Education Department has provided for facilities being given in Schools for the practice of "cookery and laundry work, housewifery, practical woodwork and cottage gardening, etc. In order to promote the introduction into the schools generally, (and especially into the country schools,) of these practical and useful adjuncts to Education, the Department makes a special grant per unit of the average attendance of pupils, who,

upon examination, satisfies the Inspector of reasonable proficiency in these subjects. It was felt, and so expressed, that to prescribe, or recommend, the introduction of these several subjects into the Elementary Schools would not be acceptable, or be productive of practical results, unless provision was also made for specific grants for those pupils who should excel, more or less, in these various subjects.

As the late Report of the Education Department has gone somewhat fully into the reasons for the introduction of these practical features into the English country Schools, I am enabled to call attention to them, as characteristic of the English School System. They show how thoroughly and systematically the whole subject has been considered by the Department, and how practically these matter-of-fact details have been interwoven of late years into the very fibre of the system.

In order to fortify myself and my judgment in these matters, I have corresponded freely with representative men, who are practically engaged in school administration and management, and have to do with its many details.

I hope, later on, to be enabled to give the substance of the opinion of these men, who are there on the spot, and who can speak with authority, and as the result of their own personal experience. Although I have only referred to two systems of Parliamentary Grants to Schools, there are in reality four systems of Grants, to which I shall refer more fully hereafter. I shall then deal more at length with those features of the English School System which are comparatively new, and which will best illustrate what I regard as evidence of the growth and expansion of the English Elementary School System, and of the practical and progressive nature of recent school legislation in England.

CHAPTER III.—SUMMARY HISTORY OF ELEMENTARY SCHOOLS IN ENGLAND.

Considering the complex nature of the machinery for promoting Popular Education in England, it would be very difficult for those not acquainted with the subject to understand how admirably, upon the whole, its several parts work together, and that, too, with so little friction, under the judicious control of the paramount central authority, known as "my Lords Committee of the Privy Council on Education." I shall, therefore, here make a brief reference to the influential organizations, which form part of that machinery, and which, although subsidiary, are yet co-ordinate workers in the great educational field, and which, as such, have, in past years, rendered important service to the cause of Popular Education in England.

Early History of the Voluntary School System in England.

The operations of various Voluntary educational Societies in England date back to a time long before the Government took any official interest in Elementary Schools, or made Parliamentary Grants in aid of popular education.

The first movement, in favour of the education of the masses, was made by the (educationally) well-known Joseph Lancaster, in the year 1798. In 1805, King George III. gave his strong personal influence to, and warmly commended to public confidence and patronage, Lancaster's work and labours. To promote the cause, and also to encourage Lancaster in these labours, the House of Commons passed a Bill in 1807 to enable ratepayers to establish a School in each Parish; but the measure was rejected by the House of Lords, on the ground, that it left little or no control of the School to the Parish Minister. In 1808, the Royal Lancastrian Society was formed. In 1810, the name was changed to that of the British and Foreign School Society, a name which it still retains. It was not until 1833, (the year in which I came to Canada), that the first Parliamentary Grant of £20,000 was made for the promotion of Elementary Education in England and Wales, but only £17,700 of it was expended for that purpose.

The Bell and Lancaster Monitorial System.

In a valedictory address by the Rev. Dr. Waller, on his retirement as President of the Wesleyan Conference in 1896, he thus referred to these early educational movements in England:

"By far the best service rendered by the Rev. Dr. Andrew Bell* and Mr. Joseph Lancaster was in arousing a spirit of enthusiasm in favour of education. Their greatest disservice sprung out of their dispute—'in its origin largely a personal one'—which ended in the formation of two separate educational camps. The religious struggle was probably inevitable from the first. At any rate, two educational Societies arose—the British and Foreign School Society, founded in 1810 by Nonconformists, who were the followers of Lancaster, and the National Society, established in 1811 by Members of the Church of England, who were the followers of Bell. Then began the religious difficulty in Schools. During the first third of the present century the education of the children of the poor was carried on exclusively by voluntary agencies. It was during this period that those two great educational Societies came into existence. Two names stand out prominently, and they deserve to be honoured. I refer to Joseph Lancaster and Andrew Bell. These two men were the first to formulate a scheme, and they were, in some sense, the parents of our present system.

"These men had the power to inspire others with the zeal by which they were animated. Voluntary effort to educate the poor was greatly stimulated, and Schools were started in most of the Towns of this Country. They were the authors of the 'monitorial' system—possibly the best agency then available."

Joseph Lancaster's Interview with King George III.

Joseph Lancaster's efforts to establish Schools were first made in 1798, when he opened his first School in Southwark, London. In 1805, George III., who became greatly interested in Lancaster's work, sent for him. A former School Inspector, Sir Joshua Fitch, thus describes the quaint interview between them, as related by Mr. Corston, a contemporary of Lancaster's. It is a most interesting narrative, describing, as it does, the origin of an educational movement, and also an experiment in teaching, unique of its kind, which might be considered as the parent, or fore-runner, of many other similar experiments in modes of teaching.

Mr. Corston says:—"On entering the royal presence at Weymouth, the King said: 'Lancaster, I have sent for you to give me an account of your system of education, which, I hear, has met with opposition. One Master teaches 500 children at the same time! How do you keep them in order, Lancaster?' Lancaster replied: 'Please, thy Majesty, by the same principle thy Majesty's army is kept in order—by the word of command.' His Majesty replied: 'Good, good. It does not require an aged General to give the command, one of younger years can do it?' Lancaster observed that, in his Schools, the teaching branch was performed by youths, who acted as monitors. The King assented and said 'Good.' Lancaster then described his system, and he informed me that they all paid great attention and were highly delighted. And as soon as he had finished, His Majesty said: 'Lancaster, I highly approve of your system, and it is my wish that every poor child in my dominions should be taught to read the Bible. I will do anything you wish to promote this object. 'Please, thy Majesty,' said Lancaster, 'if the system meets thy Majesty's approbation, I can go through the country and lecture on the system, and have no doubt but, in a few months, I shall be able to give thy Majesty an account where 10,000 poor children are being educated, and some of my youths instructing them.' His Majesty

*The tablet monument to the Rev. Dr. Bell, which I saw in Westminster Abbey, represents him as instructing a class of children.

immediately replied: 'Lancaster, I will subscribe £100 annually,' and, addressing the Queen, 'you shall subscribe £50, Charlotte, and the Princesses £25 each,' and then added, 'Lancaster you may have the money directly.' Lancaster observed, 'Please thy Majesty, that will be setting thy nobles a good example.'"

Origin of the British and Foreign School Society, (Non-Denominational).

The Royal Lancastrian Society, organized in 1808, became the non-denominational British and Foreign School Society in 1810. The constitution of the Society declares that it is founded for "promoting the education of the labouring and manufacturing classes of society of every religious persuasion; and for the purpose of making manifest the extent of its objects . . . It shall support and train up young persons of both sexes for supplying properly instructed Teachers to the inhabitants of such places in the British Dominions, at home and abroad, as shall be desirous of establishing Schools on the British [and Foreign School Society] System."

The work of the Society, during the early years of its existence, is stated in its Ninety-Second Report, to have been: "The maintenance of a Central School, which should at one and the same time (1) educate the boys and girls of the neighbourhood; (2) offer a model for imitation throughout the Country, the Colonies and abroad; (3) train Teachers in the Lancastrian system; (4) stir up educational zeal and secure the establishment of similar Schools, wherever there were children to be taught."

The work which this Society has in hand at present is the maintenance of the Borough Road Normal College, which the Rev. Dr. Ryerson and I visited in 1845, now enlarged and removed to Isleworth, (on the Thames); the Bangor Training College, Wales; the Northern Training College, Darlington, and Training Colleges for Women at Stockwell, Saffron-Walden and Swansea. Each of these Colleges has Practice Schools. The Society also aids, or maintains, a few other Schools. Its income is derived from fees, the Government grant and special trust funds. Its expenditure in 1897, including its Training Colleges, was £42,642.2.2. The Parliamentary Grant to the British and Foreign School Society in 1897 was £24,294.8.11.

Origin of the National Society (Anglican).

This Society is by far the most extensive and influential of the Societies in England for the promotion of Voluntary (chiefly Denominational) Schools. It split off from the British and Foreign School Society in 1811, and, in 1817, it was incorporated as "The National Society for Promoting the Education of the Poor, in the Principles of the Established Church, Throughout England and Wales." The National Society maintains three Training Colleges, viz., St. Mark's, Chelsea, and Battersea College, for men; Whitelands, Chelsea, for women, besides about 28 Diocesan Training Colleges,—one of which is in Edinburgh. The Report of the Committee of Council on Education for 1897 98, states that the expenditure from the Education Grants on the 11,813 Elementary Schools, (including departments,) Training Colleges, etc., connected with the National (Church of England) Society, for that year amounted to £3,121,987.3.5. The same Report states that the voluntary contributions to these Schools, in 1896-7, reached the sum of £632,906,—being a falling off of these voluntary contributions during the year 1897 of £10,480.

In addition to its annual Report, the National Society publishes a number of controversial "fly sheets" and statements, in reply to numerous attacks upon its Voluntary (Denominational) Schools.

Roman Catholic Elementary Schools.

The number of Roman Catholic Schools reported by the Privy Council Committee on Education in 1897-8 was 1,018, with an average attendance of 240,191 pupils. The Parliamentary Grant in aid of these Schools was £391,167-17-8. This Grant included that to three Training Colleges, viz., St, Mary's, Hammersmith, for men, and Mount Pleasant, Liverpool, and West Hill (London), Wandsworth (near London), for women. The voluntary contribution to these Schools in 1897-98 was £98,664.

THE ESTABLISHMENT OF WESLEYAN DAY SCHOOLS.

In a printed summary of the "History of Wesleyan Education," it is stated that "Wesleyan Day Schools are as old as Methodism itself. Mr. Wesley's Day School, at 'the Foundry,' was one of his first Institutions." In 1833, the year in which the first Parliamentary Grant of £20,000 was made to Elementary Schools in England and Wales, the Wesleyan Conference passed a Resolution expressive of its satisfaction at the existence of Wesleyan Day Schools, and recommended "their establishment, whenever the means of supporting them can be obtained."

In 1836, a Committee of Conference was appointed to collect information in regard to Wesleyan Sunday and Day Schools. In 1837, this Committee reported the existence of 3,339 Sunday Schools, but it was only able to report 31 Day Schools, including nine for Infants.

It was not, however, until the Centenary Year of 1839,—the year in which the Committee of the Privy Council on Education was appointed, and the Parliamentary Grant to Schools was increased from £20,000 to £30,000,—that the Wesleyan Conference took up a strong position in regard to the establishment and maintenance of its Day Schools. Out of the proceeds of its Centenary Fund it appropriated £5,000 for the support of these Schools. At that time the Wesleyan Day Schools had increased from 31 in 1837, to 101, in 1839, attended by 4,193 pupils.

The first Teachers employed in these Schools, in 1841, were trained by Mr. David Stow, of the Normal Seminary, Glasgow. In that year a "Plan of Wesleyan Education" was agreed upon by the Conference, which, up to this time, has not been materially changed, or modified. It was not until 1847, that the Privy Council Committee on Education made special grants in aid of Wesleyan Day Schools. In that year, steps were taken by the Conference to establish a Training College at Westminster, which was opened in 1851, and is still in active operation.

After this, the number of Wesleyan Day Schools increased from 101 in 1839, to 698 in 1869, and to 841 in 1889, (including the separate departments in the Schools). After that, owing to apathy and opposing councils, the number of Schools, including depa ments, was, in 1896, reduced to 721. In 1897, the number had increased to 747. The passage of the Voluntary Schools Act in 1897 has, however, reawakened the zeal of the supporters of Wesleyan Schools. On this point the Rev. Dr. Waller, Secretary of the Wesleyan Educational Committee, in a Letter which I received from him, says:—

"For many years there was a strong anti-feeling in regard to our Day Schools, but, since the passage of the Voluntary Schools Act, there has been a complete change in the tone and feeling of the Connexion, and those, who were opposed to the extension of our Wesleyan Day Schools, now express an opinion that everything should be done, not only to maintain, but to increase the number of Wesleyan Schools. I may mention that, during the last few months, we have received more letters with regard to the establishment of new Day Schools than have come to hand for years past, and there seems every reason for believing that the Voluntary School System has been re-established."

In reply to a suggestion that Denominational Day Schools should, wherever practicable, be superseded by the Government Board Schools, the Report of the Wesleyan Committee on Education states that:—

"In several places 'Wesleyan and British' Schools have been closed, with the intention of securing Board Schools in their place. This purpose has been frustrated by the Church of England immediately supplying the lack of accommodation for pupils by the closing of these Schools, with the result that the elementary education in these places is now exclusively in the hands of the Church of England."

Thus Denominational rivalry will, so long as Voluntary (denominational) Schools are sanctioned by law, and aided from the Parliamentary Grant, prevent, for the time, the establishment of the Government Board Schools in localities where Denominational Schools have now a foothold.

The Parliamentary Grant to the Wesleyan Schools in 1897 was £221,830-9-10, and the Voluntary contributions in support of these Schools during the same year was £19,777.

Origin of the Home and Colonial School Society (Evangelical Anglican).

This Society was established in 1835-36. Its objects were then declared to be :—

"The training of Teachers, and the improvement and extension of education on Christian principles, as such principles are set forth and embodied in the doctrinal Articles of the Church of England"

In reply to a Letter, which I addressed to the Principal of the Society's Training College at Gray's Inn Road, London, asking in what respect this Society differed from the National Society, he said :—

"This Society differed from the National Society in being more closely allied with the evangelical section of the Church of England." It, however, receives a grant of £152 a year from the National Society, and about £250 in contributions.

The Society has two Training Colleges for women, with Schools of Practice attached —one at Gray's Inn Road, and the other at Highbury Hill House—both in London. The latter is designated as the "Secondary School and Kindergarten Training College for Women."

The Parliamentary grant to this Society in 1896-7 was, for all purposes, £4,931 18s. 6d.

Voluntary Contributions to Voluntary Denominational Schools.

The Voluntary Schools Defence Union of England have issued leaflets in favour of these Schools. In the last Report of the Committee of Council on Education the following statement in regard to contributions for Voluntary Schools is made :—

"The voluntary contributions for 'maintenance' of Schools have again risen per child in average attendance in Voluntary Schools. . . . Owing to the great increase in the total number of scholars in Voluntary Schools, the aggregate amount actually subscribed for 'maintenance' is much larger at the present time than formerly. In 1896, it was $850,968, as against $834,663 in 1895. In 1897, the voluntary contributions amounted to $843,874, being $7,094 less than in 1896. This, nevertheless, shows how ready are those who uphold the Voluntary System in Elementary Education to make large and constant sacrifices in support of their convictions; and, if we take into account the vast sums which have been voluntarily contributed to meet the cost of the erection, or structural repairs, of Voluntary Schools, the significance of these figures is enhanced."

These voluntary contributions having fallen off in 1897, the Committee of the Privy Council on Education in 1898 utters this word of warning :

"We would take this opportunity of impressing on the supporters of Voluntary Schools the extreme importance of preventing any falling off in the aggregate of the voluntary contributions subscribed for these Schools.

"The necessary changes which it has been our duty to recognize in the fabric and premises of many Elementary Schools . . . have entailed considerable demands during a period of severe depression on the liberality of the supporters of Voluntary Schools. But the crisis seems rather to have quickened the zeal of the friends of Voluntary Schools than to have quenched their enthusiasm. Large sums of money have been raised, and, with comparatively few exceptions, the demands which it has been our duty to make have been readily met.

"As a result, we have the satisfaction of reporting that the condition of the School buildings has never been so good as it is at the present time, and that the supporters of voluntary management have shown themselves as ready, as in the past, to justify the confidence of the public in their energy and munificence." (See further on this subject in Chapter XIII.)

The (Official, or Government,) Board Schools of England.

The notable Public Schools Act, introduced into the British Parliament in 1870 by Mr. Forster, was the first of English legislation which recognized the desirability and necessity of definitely providing Elementary Schools "for the children of all classes of Her Majesty's subjects," uncontrolled by any of the various Religious Bodies which, up to that year, had the entire control of popular education, and was in denominational hands. Mr. Forster very wisely imposed no restriction on the Schools of these Voluntary Religious organizations, except that embodied in the "Conscience Clause" of the Act. He provided that the Voluntary, equally with the Board, Schools, should share in any Parliamentary Grants for elementary education; but he could not equally confer upon them, as upon Board Schools, the right to impose taxes upon the ratepayers, who had the right of representation on the School Boards, but not in regard to Voluntary Schools.

As might have been anticipated, the number of Board Schools has increased rapidly. In 1872, there were only 28 of them in England and Wales. In 1897, they reached the number of 5,539.

Of all the School Boards of England that of London is the largest and mose important. It had under its jurisdiction in 1898, 1,378 Schools, including separat8 departments, taught by one or more Teachers. The number of pupils on the roll in 189s was 529,382, and the daily average attendance was 431,287. The number of Teacher employed by the Board was 1,898, at a cost for salaries of £1,314,000.

General Features of the English School System.

In the next Chapter I have summarized the main features of what appears to me as a well-considered and thoroughly practical system of instruction for Elementary Schools in England—Board and Voluntary alike. The prominence given to what some might regard as subordinate subjects of instruction is the result of foresight in the matter. And these subjects form, nevertheless, an excellent feature of the "Code," as explained; and they are well adapted for instruction in the Schools. Their insertion in the "Code," therefore, shows how carefully the whole subject has been considered, and how the details of the curriculum have been suited to the necessities of a country like England. They are calculated, as was intended, to fit the youth of the country for practical and useful lives. They are also especially designed to promote the success, after leaving School, of those who have taste and talent to engage in individual pursuits, requiring skill of hand and accuracy of eye, as well as of thought and judgment.

CHAPTER IV.—CODE, OR SYLLABUS, OF INSTRUCTION IN ENGLISH ELEMENTARY SCHOOLS.

I give in this Chapter the result of my analysis of those provisions of the English Elementary School Acts, amplified by the "Code of 1888," relating to subjects of instruction in the Schools, whether "Board" or "Voluntary." In brief, they may be thus summarized: The elementary obligatory subjects prescribed for instruction in all of the Schools are as follows:—

Obligatory Subjects: Reading, Writing, Arithmetic, Needlework (for girls), and Drawing (for boys), in Schools for older scholars.

Optional, or "Class, Subjects," designed to be taken by "classes" throughout the School, are: Singing (by note, or rote), Recitation (from a magazine, newspaper, or standard author), which must be satisfactorily taught; English, (or Welsh in Wales), French (in the Channel Islands),* Geography, Elementary Sciences, History; Suitable Occupations† (for Standards I., II., III.), (1) Needlework (for girls), optional, as a "class" subject; Domestic Economy (for girls).

Optional, or "Specific Subjects," designed to be taken by individual children in the upper classes of a School, are: Algebra, Euclid, Mensuration, Mechanics, Chemistry, Physics, Elementary Physics and Chemistry, Animal Physiology, Hygiene, Principles of Agriculture, Horticulture, Navigation, Latin, French, Welsh, (in Welsh schools), German, Bookkeeping, Shorthand, Domestic Science.

Optional Subjects for girls: Cooking, Domestic Science, Domestic Economy, Laundrywork, Dairywork, Cottage Gardening, Manual Instruction, Drawing, etc.

NOTE.—Instructions may be given in other secular subjects. But these subjects must be approved by the Education Department, i.e., those prescribed for "Evening Continuation Schools." (See Chapter VII.)

It will thus be seen that a wise and proper discrimination has been made between (1), the obligatory subjects, which are purely of a practical character, and (2), the three classes of those which are optional. The introduction of any of them into the School is at the discretion of the Board, or by the Managers of Voluntary, Schools. If they are so introduced, the Board, or the Managers, will each have to provide a sufficient number of Teachers to carry on the additional work thus imposed upon the School, as agreed upon by the Board, or Managers.‡

A TWOFOLD SYSTEM OF OBLIGATORY AND OPTIONAL SUBJECTS OF INSTRUCTION.

It is interesting, at this point, to inquire how this dual system of "obligatory" and "optional" subjects of instruction has been worked out in practice.

Two influences have been clearly at work to produce success in carrying out this dual system, and, at the same time, to ensure harmony in doing so. The first and most obvious one would naturally be utility. The second would be financial in its character. To meet this latter contingency, provision has been made to enable Managers of Board and Voluntary Schools to exercise their judgment in introducing into their Schools such special and optional subjects, as they might regard as desirable. An extra Parliamentary Grant is, therefore, provided, out of which is made an fixed allowance for each optional subject introduced into a School. Thus, there was paid by the Education Department, for the year ending August, 1897, the following sums for proficiency in the "optional" class, and "specific subjects" mentioned below:

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* For many years there has been a strong disposition manifest in Guernsey to substitute English for the French language in Public Institutions. The Guernsey Legislative Assembly decided, in 1898, by a vote of twenty-four votes to eleven, that the optional use of the English language will be permitted in the States of the Legislative Assembly. French has hitherto been the official language in the Legislative Assemblies of the Channel Islands. In Jersey, the country parts of the Island are adverse to the change.

† "Suitable Occupations" in the "Code" refers to such manual work, as modelling in clay, cartridge, or cardboard, paper; drawing and colouring, designs, brush drawing, etc. "Occupations" must be educative, and should especially stimulate independent effort and inventiveness.—(Departmental Circular, March 17, 1896.)

‡ There are six classes of teachers recognized by the Education Department as eligible for employment in the Schools, viz.: (1) probationers, (2) pupil teachers, (3) assistant teachers, (4) provisionally-certified teachers, (5) certificated teachers, (6) women approved by the Inspectors as additional teachers. (See Chapter V.)

GRANTS FOR OPTIONAL SUBJECTS OF INSTRUCTION IN ELEMENTARY DAY SCHOOLS.

Name of Optional Subjects for Older Scholars.	*Rate per Unit of Average Attendance of Older Scholars.*	*Amount Paid.*		
		£	s.	d.
First "Class" Subjects	One shilling	18 631	4	0
First "Class" Subjects	Two shillings	272,204	16	0
Second "Class" Subjects	One shilling	9,976	12	0
Second "Class" Subjects	Two shillings	266,246	4	0
"Specific" Subjects	Two shillings	2,326	8	0
"Specific" Subjects	Three shillings	25,869	15	0
Singing by note	One shilling	136,121	12	0
Singing by ear	Sixpence	9,828	4	0
Discipline and Organization	One shilling	13,808	2	0
Discipline and Organization	One shilling and sixpence	213,059	15	6
Needlework (For girls)	One shilling	36,694	6	0
Cookery (For girls)	Four shillings	33,561	4	0
Laundry work (For girls)	Two shillings	2,262	6	0
Dairy work (For girls)	Four shillings	0	0	0
Cottage gardening	Two shillings	39	8	0
Cottage gardening	Four shillings	125	8	0
		£1,040.755	4	6
Optional Subjects in Infant Schools.				
Needlework or Drawing	One shilling	69,338	17	0
Singing by note	One shilling	62,061	7	0
Singing by ear	Sixpence	4,067	16	0
		£1,176,223	4	6

In addition to this sum of £1,176,223 4s. 6d. paid for these "optional" subjects, there is also a large addititional sum paid for the maintenance of Elementary day Schools, as well as for Kindergarten Schools for Infants.

ENGLISH PRIVY COUNCIL EXPLANATORY REPORT ON EDUCATION FOR 1896-97.

In the Report of the Committee of the Privy Council on Education for England and Wales for 1896-97, the Committee has published an elaborate and carefully prepared statement of the reasons, which had induced the Education Department to provide for the introduction of these optional "class" and "specific" subjects into the Schools—Board and Voluntary Schools alike—of England and Wales.

I have selected some of the more striking and interesting portions from this part of the explanatory Report of the Committee of the Privy Council on Education.*

In the preliminary part of this Report, the Committee of Council say :—

"The experience of those who are in charge of the Schools shows them, year by year, how the education given therein ought to be improved, in order that the Nation may gain full benefit for the large outlay that is made. . . . An excellent System of Public Education is one of the best forms of national investment. In commercial and industrial efficiency, in a high level of civic duty, and, above all, in the wider diffusion of moral culture and religious feeling, the Nation is amply repaid for what it spends. . . . In proportion to the increasing magnitude of the work undertaken and accomplished by the Schools, the Grants voted by Parliament continue to rise. We have reason, however, to believe that this great outlay from the public funds is regarded by the Nation at large as indispensible to the material and moral welfare of Her Majesty's subjects in England and Wales. . .

* It is clear that the Privy Council, as a whole, assume the responsibility of these official utterances of the Education Department, for the Report, and each successive "Code," is signed both by the "Lord President of the Privy Council," the Duke of Devonshire, and by the "Vice-President of the Committee of Council on Education," Sir John E. Gorst, as well as by the Secretary of the Committee, Sir George Kekewich.

"At no former time have the labours of the local educational authorities of the Board Schools, and of the Voluntary School Managers, and of the teaching staff, been so highly valued by the Country, or so heartily supported by public opinion. . . And few changes have been more striking, during the last quarter of a century, than the gradual growth of the public conviction, that money laid out on a good and fitting education is wisely and profitably spent.

NATURE AND PURPOSE OF THE MANUAL TRAINING* FOR BOYS IN ENGLISH SCHOOLS.

"The movement for the instruction of Manual Training into all classes of Schools, as a corrective to an excess of book work, seems to be gaining strength in this as in other Countries. † It is felt that the exercise of the hand and eye, as well as of the memory and the powers of verbal expression, is necessary to true education. It appears to be true that the process of growth in a child's mind is furthered by Manual Training, and that the latter promotes the attainment of power and accuracy in other studies. These considerations point to a closer correlation between Manual Training and other subjects of the School curriculum—the former being rightly regarded as an integral part of School training, and not as an optional, or disconnected, appendix to it.

"In this wider sense the training of hand and eye finds a place in the Kindergarten, as well as in the Schools for older scholars; but, in the latter case, it naturally takes other forms. Varied occupations in the former class of Schools, and in the latter, brush work, clay modelling—with special reference to lessons in History and Natural Science—and cardboard work, have all been found useful, by stimulating the activity and developing the inventive powers of the children. . . It is happily the case that Manual Training, when wisely planned, does carry with it the incidental advantage of enabling the scholar to acquire useful skill, which will increase the comfort and economy of home life. . . . Many children, who are backward in literary expression, show a compensating aptitude for expression with their hands, and are thus saved from dangerous discouragement, which sometimes forces them, without deserving it, into the dunce's place.

"Carpentering is a delight to most boys, when they are old enough to use the necessary tools; and we have sanctioned, during the past year, an addition to our building, rules, with the object of securing that rooms for woodwork should be planned with the simplicity and economy suitable for Workshops."

In the subsequent Report of the Committee of Council for 1897-98, the Committee state that they: "Have made important changes in regard to Manual Instruction in public Elementary Schools. The value of Manual Instruction, as an element in the curriculum of Schools, is being increasingly appreciated. It has been found that, as a disciplinary exercise, it trains hand and eye to accuracy, and to a better appreciation of form. We have . . . published a paper of suggestions, with a view to enabling [Managers of Schools] to take advantage of the best experience as yet available. It has been found that many boys who are dull at the books disclose marked capacity for the skilful use of tools."

The Report for 1896-97 further states that: "One room for Drawing, or Chemistry, or Manual Instruction, or Laundry Work, or Cookery, will often serve for several Schools in the same neighborhood. Workshops and Laundry are best apart from the Schools.

* The expression "Manual Training" has been defined in the Technical Instruction Act of 1889 to mean "instruction in the use of tools, processes of agriculture, and modelling in clay, wood or other material.

† I have given some particulars as to the systems of manual, or industrial, training in Germany and France in another Chapter, (XI).

NATURE AND OBJECT OF MANUAL TRAINING FOR GIRLS IN ENGLISH SCHOOLS.

"The Manual Training for girls naturally takes the form of Needlework, including a 'sewing course' and a 'knitting' and a 'mending course;' Cookery, including the subjects of food and beverage, their properties, nutrition, values and functions, preparation, etc.; laundrywork, solvent properties of water, hard and soft; clothing, dwelling, washing, etc.

"We observe with satisfaction that more thought is being given to the ways of teaching these subjects, and we are far from desiring to substitute unreal, or fanciful, forms of instruction for the more homely, but withal scientific lessons, which best arouse the interest of the children, because they are nearer to their personal experience of daily needs, and to the actual circumstances of their home life.

"It is a grave blunder in a Cookery lesson to ignore the humbler and more ordinary kinds of foods, or to provide stoves and appliances of a kind unknown in cottage life.

"The teaching of Cookery has been so efficient that the lessons have been found to produce a perceptible and satisfactory improvement in the homes of the working classess.

COTTAGE GARDENING AND SCHOOL HORTICULTURE—OBSERVATION OF NATURAL OBJECTS.

"We are glad to recognize Cottage Gardening as capable of being made a valuable instrument in education. Encouraging reports reach us of the interest which is being taken in School Horticulture, and the pride of the children in their trim, well-kept gardens. Gardening is so widespread an interest in English life. . that we have drawn the attention of the School Inspectors to the condition on which we desire its encouragement, in connection with the Schools. . . The main object of a School Garden is not the putting of boys as apprentices to the gardener's craft. . . As a school subject its serves a general educational purpose. . . We have recommended that the lessons in Elementary Science given in the School Room should be illustrated by practical work in the Garden, (or its equivalent), in order that the science may escape being made mere book-learning, and the Cottage Gardening may become something more than mere technical learning.

"It is sometimes forgotten than one of the most natural and fruitful methods of education is to train the powers of observation, and to build up intellectual and scientific interest around the natural objects of daily experience. Children are naturally interested in flowers, trees and animal life, and, in Country Schools, an observant Teacher, who is fond of such subjects, and who has properly prepared himself for studying them, can find in such "Object Lessons" a far more powerful instrument of early education than can be drawn from the less attractive institutes on which the town Teacher has to rely. Care should, therefore, be taken in training Teachers to show them that much that will give life and interest to their teaching is ready to their hand in a country district. . .

"We are glad to note the terms of praise in which some of the School Inspectors speak of the skill and intelligence of many of the country Teachers in those and in other respects."

WHAT A COUNTRY SCHOOL COULD AND SHOULD ACCOMPLISH.

In again referring to the subject of Country Schools, the Committee of Council, in their subsequent Report for 1897-98, lays stress on the importance of making these Schools thoroughly practical, and adapted to the social condition and instincts of the people. The Commitee say:

"A Country School fails if it misses the opportunity of showing its scholars how much skill and knowledge underlie the operations familiar to them in their daily life, and of teaching them to feel pride in practical work well done, and intellectual interest in the principles involved in doing it. . . .

"The aim [of the School] should be, not to produce multitudes of clerks, but multitudes of good craftsmen. The tradition of the School should be to make the scholars not despise labour, but honour it, and aspire to become master craftsmen, instead of regarding handicraft as something socially inferior to unskilled service in shop, or office. If the School aims, and the Country Schools has unrivalled opportunities for so doing, at quickening and training the interest of the children in natural objects; at giving them alertness of mind and accuracy of observation; at stimulating their intelligent curiosity, as to the causes of things; at guiding them to find out things for themselves; at practising the hand, as well as the memory; and at teaching them to acquire skill in the use, not of the pen only, but of the brush, pencil and knife; at disciplining their reasoning powers, and guiding them to a perception of the principles underlying practice, and at fostering in them a sense of reverence for nature, it will be the more likely to succed in laying the foundations of stable and upright character, and in preparing the ground for the inculcation of moral principle. It will also quicken the aptitude for self education, and give the best starting point, not only to the rank and file of scholars, but to those endowed with the exceptional faculties which, in the public interest, deserve farther opportunities of higher culture,'

CHAPTER V.—THE TRAINING AND QUALIFICATIONS OF TEACHERS.

In England there are five classes of Teachers recognized by the Education Department.

(1) Probationers are candidates, (now up to sixteen years of age,) for the office of Pupil-Teachers.

(2) Pupil-Teachers—boys and girls—are those engaged to teach during school hours, under the direction of the principal Teacher, and who also receive suitable instruction.

(3) Assistant Teachers are those who have passed the "Queen's Scholarship" examination, also graduates in arts, or science, and persons over eighteen years of age, who have passed certain University, or other prescribed, examinations. (See below).

(4) Provisionally certificated Teachers, or Pupil-Teachers, having fulfilled their engagement; women who, after two years' service, as additional Teachers, (practically, a sixth class), who have obtained a place in the first class in the "Queen's Scholarship" examination.

(5) Certificated Teachers are those who have been trained, and who have successfully passed certain examinations, and have otherwise fully complied with the requirements of the "Code."

Two Kinds of Training Colleges for Teachers in England, etc.

There are two kinds of Training Colleges, "residential" and "day," for persons who wish to become "Certificated Teachers." (The day Training College must be attached to some University College of University rank.) The period of training is, at least, two years. Those students who have passed a first, or second, class examination, and are admitted to a Training College are called "Queen's Scholars."

The Queen's Scholarship Examination was remodelled in 1898, and is now divided into three parts. "Success in parts i. and ii. qualifies the student as an assistant Teacher, but success in part iii. is necessary for admission to a Training College. A student is at liberty to offer—and this seems to be the preference of the Committee—for the Senior Oxford and Cambridge Locals, and other University examinations of like standing, in lieu of parts ii. and iii. The Training Colleges are to be at liberty to select their students from those who have succeeded in part iii, or an equivalent University examination. Many Teachers

will, therefore, receive a University education and hold a University qualification. It may be hoped that the spirit of University education will thus, in the course of time, permeate primary education, giving it both greater breadth and higher ideals."

The College of Preceptors, in London, grants diplomas of F.C.P., L.C.P. and A.C.P. —"fellows," "licentiates" and "associates of the College of Preceptors"—to Teachers who have passed certain examinations These diplomas carry with them the right to those who hold them to wear appropriate gowns and hoods."

The average annual salaries of the "Principal" as a certificated Teacher, as given in the report of the Education Department for 1897-98, were :—Wesleyan Schools, £173 ; Board Schools, £166 ; British, etc., £144 10s ; Church of England, £122 18s ; Roman Catholic, £118 13s, 0d ; general average, £140.

The Report of the Education Department for 1896-97 describes very fully the recent steps which have been taken by it to ensure the greater efficiency of the System of Education under its control. In regard to the Teachers it says :—

"In every grade of education, it is being more clearly realized that no pains are too great to raise the level of the Teacher's professional efficiency. Steps are, therefore, being taken, with our approval, to enhance the efficiency of the course of instruction for intending Teachers.

"We note with satisfaction the improvements which are in contemplation, or have actually been made, in the Buildings, Furniture and general convenience of the residental Training Colleges.

"The establishment of day Training Colleges, in connection with the Universities and literary Colleges, providing instruction of the University type, has already led to good results. . . We consider, therefore, that the co-existence of these two kinds of Training Colleges is to the interest of public education. . . .

"We note with satisfaction the good results which have been found to follow from the experiment of allowing a small number of the third-year students to complete their professional studies at the Normal Schools in France and Germany.

NOTE.—The advantage of this kind of "post graduate" training is referred to at some length in one of the papers published in the First Volume of Special Reports issued by the English Education Department in 1897. The title of the paper is "Holiday Courses in France and Germany," etc., by Messrs. Marvin and Morant. The Report already quoted then proceeds :

"We allow graduates . . in arts or science . . to be recognized as Certificated Teachers, providing they hold a Certificate of proficiency in the theory and practice of teaching, issued by a Collegiate body, and approved by ourselves.

In an address on the University Training of Teachers, in December, 1898, Mr. Oscar Browning of King's College, Cambridge, said :—"Their Training College was now in the eighth year of its existence, and sufficient experience had been accumulated to establish some definite conclusions with regard to the success or failure of the enterprise ; but, as regarded the combination of a University curriculum with the professional training of an elementary Schoolmaster, and the addition of a secondary department to the primary scheme with which they set out, the experiment has been a success, although it had been said that it was impossible to carry on the two branches of the work side by side.'

The Report of the Department further remarks :—"We note with satisfaction the growing practice among Teachers of conferring with one another on educational methods, with a view to their improvement and better adaptation to the various needs of Town and Country Schools. . . .

There has of late years been a great increase of women and girl Teachers in the Elementary Schools. In 1870, the number of women Teachers was 6,072 : in 1897 it had risen to 35,702 ; the number of women Assistant Teachers in 1870 was 775 ; in 1897 it was 21,322, besides 14,165 "additional" women Teachers. In 1870 there were 8,228 girls as Pupil-Teachers : in 1897 there were 26,850. The Report of the Committe on

Pupil Teachers, recommended "the abolition of female Teachers, whose only qualification is that they have been approved by the Inspector," and have no certificate as "woman Assistant Teachers," as they are styled.

The number of "day and night Institutions inspected" in 1897 was 24,184. This number did not include the "departments" in these "Institutions," which required separate "Head Teachers." Both together were 35,827, requiring on an average a little over three Teachers each.

Provision has been made for granting pensions to 830 Teachers who have complied with the conditions of the "Code" in regard to service, etc. The rates of yearly Pensions allowed by the "Code" are as follows:—59 at £30 each, 317 at £25 each and 454 at £20 each; £320 are available each year for "gratuities" and "donations," involving a total annual outlay for Teachers' pensions of £13,425, or about $90,000. (In the Education Estimates of 1898-99 £37,190 are set down for pensions, but this may include other parties.)

The Anomalous and Unsatisfactory Position of Pupil Teachers.

In regard to the unsatisfactory and anomalous position and duties of Pupil Teachers in the English Elementary Schools, the Privy Council Committee on Education state, in their Report for 1897-98, that they had "appointed a Committee to inquire into the working of the Pupil Teacher system, . . . and the supply of Teachers, as affected by that system. . . ."

The Report of that Committee was made public in 1898. In that Report the Committee state "that the training and education of the Pupil Teacher has been far too much neglected both by School Managers and Teachers. The former, especially in Voluntary Schools and small School Boards, find in the Pupil Teacher a cheap and ready means of supplying the requisite School staff, and exact, in the supposed interest of religious education, or a light school rate, an amount of child labour which, in many cases, is little less than white slavery. Growing boys and girls of from thirteen, or fourteen, to eighteen years of age are compelled to attend School often by eight o'clock in the morning for private instruction, and then, from nine till half-past four, are engaged in teaching, with only the dinner hour break. Nor do they always get this interval, for, despite Code directions, Managers and Teachers have found it convenient in some Schools to employ the Pupil Teacher in superintending the children who remain at school for dinner Then, after a day of exacting mental and physical labour, the young Teacher returns home only to resume private study. In School it is no uncommon thing for a Pupil Teacher to have charge of large classes of fifty, sixty, or even, seventy children. What exertion this demands can only be appreciated by those who have attempted the task. Nor are Board Schools much better; there, too, especially in the country districts, the system is frequently worked for all it is worth to save the pocket of the ratepayer."

Faulty Mode of Selecting and Employing Pupil Teachers.

The Report of the Committee further states that "the selection of the Pupil Teacher is often faulty. A Head Teacher finds a scholar in the upper standards apt at taking charge of a class in an emergency, gradually the child is continued in the work till he becomes more or less a permanency, and in due time the candidate is presented to the Inspector to be examined for apprenticeship. Far too little regard is paid to the candidate's own education and natural character, whilst the character of the candidate's home and the ability of the parents to adequately maintain the Pupil Teacher are all but ignored. The lack of suitable male candidates has caused many to be taken who are unsuitable in almost every way, and this can bode nothing but evil. No wonder, then, that the system has been found to yield but poor results, and that the complaint is general that the Pupil Teachers teach badly and are badly taught

DEFECTS OF THE PUPIL TEACHERS' SYSTEM SUMMARIZED.—REMEDIES PROPOSED.

"The defects of the present system may be summarised thus:—1. The Pupil Teacher is overworked in School, and is called upon to do work which, by age and inexperience, he is not qualified to perform, resulting in damage both to the Teacher and the taught. 2. The Pupil Teacher has insufficient time for private study and proper recreation; the syllabus of study being in many respects unsuitable. 3. The pupil is often instructed and supervised by incompetent Teachers and persons of limited education. 4. More or less haphazard selection of candidates.

The remedies proposed by the Committee are:—"The age of admission is to be raised to sixteen for urban schools, and fifteen for rural schools. More care is to be taken that they come from satisfactory homes, and that their homes are such as to offer proper opportunities for private study. They will also be allowed to be employed in those Schools in which the Head Teacher is recommended by the Inspector as qualified to superintend Pupil Teachers. The time for which Pupil Teachers are employed in Schools is not to exceed four meetings a week, in the case of first and second year Pupil Teachers, or six meetings a week, in the case of third, or fourth, year Pupil Teachers. This will mean a double set of Pupil Teachers in each School. The rest of the ordinary school time will be spent at the central class, or in instruction, from the Head Teacher. Pupil Teachers of the first and second year are not to be counted on the school staff, and are only permitted to give certain instruction, but never an original lesson; hence they cannot be given entire charge of a class. Third and fourth year Pupil Teachers may take charge of a class of not more than twenty-five scholars, and will count on the staff. The Pupil Teachers are to receive, when possible, their instruction in central classes, or approved Secondary Schools. These may prepare for either the examinations of the Education Department, or for certain approved University examinations. The annual collective examinations of the first and third year are retained only for those Pupil Teachers who do not attend central classes, whilst success at the Oxford and Cambridge Junior Locals exempts from the second year examinations.

The general effect of these recommendations, when carried into practice, will be that (1) It will raise the status of a Pupil Teacher, for the candidates will be drawn from a higher social class. The increased demands can only be met by those parents who are either in comfortable circumstances, or are willing to make a sacrifice for their child's future benefit. The class which look to their children to become earners at an early age will more than ever be shut out. (2) The standard of education of the Pupil Teacher will be greatly raised and brought more into touch with the University.

The Education Department, in its Report for 1897–98, thus refers to the increased importance of well trained Teachers:

"The importance of the fitting professional preparation of Teachers for their future work is being more widely recognized in all grades of national education; and we are convinced that, in such courses of preparation, stress should be laid on the necessity of a broad basis of liberal culture, as well as on the acquisition of technical skill in the method of actually imparting knowledge."

Mr. P. A. Barnett, Inspector of Training College, in a recent paper on the subject very justly remarked: "We must depend less on curriculum than on the Teacher's missionary spirit and perfection of training to widen the sympathies, the outlook, the understanding—and to set things in their right relations, i. e., to give true perspective."

CHAPTER VI.—CHARACTER AND EXTENT OF RELIGIOUS INSTRUCTION IN BOARD AND VOLUNTARY SCHOOLS.

In a recent retrospective address by the Rev. Dr. Waller, Secretary of the Wesleyan Committee on Education, he thus accounted for the forefront position which the question of Religious Instruction in the Elementary Schools occupied in England. He said:

"In order to understand our system of Denominational and 'State-aided' Board Schools, which has been so rapidly developed in recent years, a certain knowledge of the past is necessary. It is only with the lamp of history in our hands that we can clearly see how it has come to pass that the three-fifths of the State-aided Schools of the Nation are to-day directly connected with the Religious Denominations. The reason why . . . this is so is to be found in the fact that the Churches were the first to undertake the work."

That notable statesman, John Bright, in one of his addresses, referring to the establishment of Sunday Schools, in 1872, says :—

"Long before the most enlightened statesman cared anything about the education of of the children of the masses, the Sunday School Teachers entered upon . . . the work. Out of these Sunday Schools sprang the Day Schools of the people."

When Joseph Lancaster commenced his active educational career in 1798, as the founder of the British and Foreign School Society, he thus referred to the religious element in education, as promoted by him :—

"Above all things," he said, "education ought not to be made subservient to the propagation of the peculiar tenets of any Sect, beyond its own Members. It then becomes undue influence, like the strong taking advantage of the weak. And yet, reverence for the sacred name of God, and for the Scriptures of truth ; a detestation of vice ; a love of veracity; a due attention to duties to parents, relatives, and society ; carefulness to avoid bad company ; civility, without flattery, and a peaceable demeanor, may be inculcated in any seminary of youth, without violating the sanctuary of private religious opinion in any mind."

The opinion of Pestalozzi, another noted Educator and Educationist, was that—

"Every child needs a religious development. . . . He needs to know how to pray to God in all simplicity, and with faith and love. If this simple religious element does not run through the whole of education, it can have but little influence on the life ; it remains formal and isolated." (In the citadel of the heart it is the 'inner guard'.

Origin of the Controversy in regard to Religious Instruction in Schools.

In 1839, the Committee of the Privy Council on Education was organized, and the Parliamentary Grant for Elementary Education in England was increased from £20,000 —first made in 1833—to £30,000.

The necessity of making some provision for the training of School Teachers was felt to be imperative by the Committee of Council, and arrangements were made by that Committee for establishing a well-equipped Normal School, on the basis of "religious comprehension," and open to all, without being subject to any Denominational control. Owing to strong opposition on this latter ground, the Committee of Council was unable to accomplish its purpose, and the scheme failed. The reasons for this failure are narrated by Sir J. P. Kay Shuttleworth, at that time Secretary of the Education Department, in his evidence before the Duke of Newcastle's Education Commission in 1860 61.*

In his evidence before the Newcastle Commission, Sir J. P. Kay-Shuttleworth said :

"The first controversy with respect to elementary education arose in connection with the proposed Government Normal School, the constitution of which provided that Religious Instruction in it should be divided into 'general' and 'special.' The former

* Note.—When the Duke of Newcastle, then Colonial Secretary, was in Upper Canada, with the Prince of Wales, in 1860, he requested Rev. Dr. Ryerson to furnish him with a "Confidential Report on Separate Schools," which he did. This was with a view to learn how the religious question was dealt with in our system. Before leaving for England an Education Commission was, at the Duke's instance, appointed. One of the Commissioners, the Rev. James Fraser, afterwards Bishop of Manchester, was sent to the United States and Canada to collect information on the subject of Education in those Countries. Our intercourse with Dr. (afterwards Sir) J. P. Kay-Shuttleworth.—to whom reference is here made,—personally and by letter, was always both pleasant and most satisfactory, and from him we obtained much valuable information.—J.G.H.

was to consist of such general truths of Christianity, as are common to all Christian Communions in England; the latter was to include 'doctrinal teaching.' . . . About this constitution a very great controversy arose, and it was conceived to be an indication that the Government desired to establish Common Schools for the Country, founded on a like basis of religious equality. The Church of England, in particular, entered a most emphatic protest against a general system of education, founded on such a basis."—In consequence of these discussions, and of strong opposition in both Houses of Parliament, the Government withdrew their scheme of a Government Normal School.

Religious Instruction in the British and Foreign Society Schools.

In carrying on its active work as an educational agency, the British and Foreign School Society declared:—

"(1) That in all Schools established in connection with this Society the Holy Scriptures, in the authorized version, or extracts therefrom, shall be read and taught daily.

"(2) No catechism, or other religious formulary, peculiar to any Religious Denomination, shall be introduced, or taught, during the usual hours of school instruction.

"(3) Every child attending a Day School shall be expected to attend the particular place of worship, or Sunday School, which his parents prefer."

In an explanatory statement, the Education Committee of the Society states that:—

"As a part of the instruction in the Schools, the Bible is read, and Bible lessons are given. . . . The Teachers take great pains not only to explain and enforce the precepts of the Sacred Volume, but also to make the children love them, and receive them as the guides of their lives. The teaching is not of a controversial kind, and no attempt is made to inculcate the peculiar doctrinal tenets of any class of Christians. No education can be complete unless the child is taught from the Bible to 'Love the Lord his God with all his heart, and his neighbour as himself,' and lastly, that the consciences of all are entitled to respect, and no child ought to suffer any disability because of the conscientious views of the parent."

On the passage of the Forster School Act of 1870, the Society conformed to its requirements in regard to religious observances in Schools, and "the Bible Reading and Bible Lessons had to be put outside of the required hours of secular instruction."

During the controversy of 1893-4, caused by the issue of a Circular by the London School Board, in regard to religious observances in Schools, the Society passed a series of Resolutions on the subject, from which I make the following extracts:—

"(1) The Society reiterates its unaltered conviction, that, for the real benefit of the children, and for such religious and moral teachings as can be given with advantage in the common Day Schools, the intelligent reading and study of the Bible are essential and sufficient.

"(2) The Society's experience for three generations, unvarying amid manifold social and political changes, has abundantly shown that wise and effective Biblical instruction can be given, apart from creeds and formularies, and that with strict regard to the claims of conscience," etc.

In its Report for 1897-98, the Society says:—

"We want our Schools managed in a way that is compatible with observances of the rights of conscience; with respect for parental control and influence; with tolerance as to home arrangements, social proclivities, and political organizations. This education of hand and eye, thought and feeling, reverence and gentleness; this development of physical strength; this raising of mental and moral calibre, is what will get our children to take an intelligent interest in the world and its material and spiritual concerns, and to claim a worthy share in their own progress and their Country's honour, and their Church's activities."

Religious Instruction in the Church of England Schools.

When the Church of England adherents of the British and Foreign School Society separated from that Society in 1811, and formed the "National Society," they declared, in their first Report, issued in 1812:—

"That the national religion should be the foundation of National Education, and should be the first and chief thing taught to the poor, according to the excellent liturgy and catechism provided by our Church for that purpose."

The National Society afterwards amplified this statement and declaration, and laid down more fully, as the basis of its religious work in Schools, the following general Rules, to be observed by all National School Managers:—

"(1) The children are to be instructed in the Holy Scriptures and in the Liturgy and Catechism of the Established Church. (2) With respect to such instruction, the Schools are to be subject to the superintendence of the parochial Clergyman. (3) The children are to be regularly assembled for the purpose of attending Divine Service in the parish Church, or other place of worship under the establishment, unless such reasons can be assigned for their non-attendance as is satisfactory to the Managers of the School. (4) The Masters and Mistresses of the Schools are to be members of the Church of England. 5 The Schools are to be periodically inspected by persons appointed either by the Bishop of the Diocese, the National Society, or the Diocesan Board of Education. (6) In case any difference should arise between the parochial Clergy and the Managers of Schools, with reference to the preceding rules, or any regulation connected therewith, an appeal is to be made to the Bishop of the Diocese, whose decision shall be final."

In 1864, the Committee of the Privy Council on Education adopted what was called the "Conscience Clause," to meet the case of the children of Nonconformists in purely Denominational Schools, but the National Society declined to accept it. Six years afterwards this Clause, much amplified, was embodied in the Forster School Act of 1870, and is generally known as the "Cowper-Temple Clause" of that Act. It applies to all Schools alike—to the National and all other Voluntary Schools.

In a Letter from the Rev. J. S. Brownrigg, M.A., Secretary of the National Society, in reply to one from me, he says:—

"There is no absolute uniformity about the time when the religious instruction is given in the Schools, but by the Government Regulations it must be given either at the commencement or the close of school time. The almost universal rule is for it to be given for about three quarters of an hour at the commencement of the morning school time I am sending you, in book form, the Syllabus of a course of lessons in Scripture history and the catechism, etc., which we recommend."

This Syllabus sketches at length a four years' course of lessons in the Old and New Testaments, and a series of lessons on the Catechism, the Creed, the Lord's Prayer and the Ten Commandments. In teaching the Catechism, the Teacher is reminded that "the following points should be constantly kept in mind by him, and frequently brought to the recollection of the children." They are designed to form the key note of his lessons:—

"The all-seeing eye of God; His love and care; our need of prayer; God loves that we should pray.

"We belong to Christ, because He redeemed us; Christ intercedes for us; the Day of Judgment.

"Our sinful nature; we cannot resist sin without God the Holy Ghost; He is within us; He makes us strong; He helps us to pray; He helps us to learn, and love, and do God's will; we must continually pray for His help.

"Lessons on God and the Holy Ghost should be given fully and with great care. A Teacher can only be enabled to do all this successfully by being earnest and constant in prayer for God's grace; our lessons are impressed by our example."

Religious Instruction in the Wesleyan Elementary Schools.

In 1841, the Wesleyan Conference adopted a "Plan of Wesleyan Education" which had taken three years to mature, but which had not, from that time, been materially altered. That "Plan" declared that:—

"Wesleyan day Schools shall be of a distinctly religious character, and, as a practical means to realize this important purpose, it was deemed indispensable that:—

"(1) The Bible, in the authorized version only, shall be the basis of all the religious instruction, and a certain portion of every day—at least half an hour—shall be set apart for the devotional reading of the Holy Scriptures, with explanations by the Teacher,* Minister, or duly appointed Visitor, or for catechetical instruction.

"(2) The authorized Wesleyan Catechism shall be used in all our Schools.

"(3) The Wesleyan Hymn book, or other approved Hymn book . . . shall be used; such hymns shall form part of the daily exercises.

"(4) The school duties of each day shall begin and end with prayer."—(Plan of Wesleyan Education.)

In a Note which I received, in reply, from the Rev. Dr. Waller, Secretary of the Wesleyan Committee on Education, he says:—

"Secular instruction . . . fixed by the 'Code,' must last for two hours in the morning and two hours in the afternoon. The religious instruction may be taken either before, or after, the assembling of the School. As a rule, the religious instruction in Wesleyan Schools lasts from 9 to 9 45, and the secular instruction begins at 10 o'clock."

In another note received from the Rev. Dr. Waller, he says:—"The Methodist Connexion has declared that:—

"No national system of education, which shall exclude from the day Schools the Bible, and also religious instruction therefrom, by the Teachers, suited to the capacities of children, will meet the necessities of the Country. . . .

"The attitude of the Wesleyan Conference is, that religious instruction should always be given by the Teacher of the School."

This latter position is fortified by the following extract from the Report of the Royal Commission on Education in 1888:—

"It is of the highest importance that all Teachers, who are charged with the moral training of the scholars, should continue to take part in the religious teaching of the School, and that any separation of the Teachers from the religious training of the School would be injurious to the moral and secular training of the scholars.'"

Among the regulations in the "Plan of Wesleyan Education" is the following:—

"Every Teacher employed in the (day) Schools, or trained for them, shall be of a decidedly religious character, and in connection with the Wesleyan Methodist Society."

The following is the general scheme of Religious Instruction in the Wesleyan day Schools:—

"The Holy Scriptures: Instruction in the Old and New Testaments. Catechism: No. I. and No. II., explained and committed to memory. Repetition: The Lord's Prayer; the Ten Commandments, selected portions of Scripture, selected hymns. Special lessons: On precepts and emblems, sacred geography, sacred history, etc., on particular texts, Israelitish and Christian institutions."

* In the Summary of the history of Wesleyan Education, 1837-1890, it is stated as a matter of thankfulness . . . that it has never yet been proposed, either in the Committee on Wesleyan Education, or in the Conference, to set aside the method of preparation, whereby persons of decidedly religious character should be duly trained to give . . . (religious) instruction in the Wesleyan day Schools.

Religious Instruction in the Roman Catholic Schools.

The Roman Catholic Elementary Schools of England and Wales are placed under the direction of a "Catholic School Committee," appointed in 1847, consisting of three—one clerical and two lay—representatives of each of the fifteen Dioceses, and the Vicariate of Wales: President, the Duke of Norfolk. On the Committee there are also the following noblemen:—The Marquess of Ripon, the Earls of Denbigh and Gainsborough, the Lords Herries, Mowbray and Stourton.

The chief function of this Committee, as stated in its Report for 1896, is "to secure, as far as possible, the efficiency of the Roman Catholic Public Elementary Schools by educating a due supply of trained Teachers, which it does in the Training Colleges of St. Mary, for men, at Hammersmith, London, and Notre Dame, Liverpool, and the Sacred Heart, Wandsworth, near London, for women."

In Notes received by me from the Rev. Canon Graham, Principal of St. Mary's Training College, in reply to my enquiries, he says:—

"Catholics are treated by the Government, in the matter of education, on a footing of equality with the Church of England and the Nonconformist Bodies. . . . Our grievance is that Board Schools, in which no definite dogmatic religious instruction is given, are treated more favourably than we, in common with other Managers of Voluntary Schools, are, being limited in our means, whereas Board Schools have the rates to fall back upon. In every other respect we are treated well by the Government in the administration of the Code.' . . . The Inspectors of Catholic Schools are the same as those for all other Schools, and are appointed by the Government, being Government Officers."

The Rev. Canon Graham, as requested, has furnished me with the copy of an extended Syllabus of a "scheme of religious instruction in Catholic Elementary Schools." The titles of the subjects of instruction are:—"Prayers, Catechism, Doctrine, Sacred History, Pictures." The classes, for which this very full and elaborate system of religious instruction has been prepared, are:— "Infant class, Confession class, Confirmation class, Communion class, lower Confraternity class, upper Confraternity class." For the middle and upper Schools the classes are:—"Elementary course, divisions one, two and three; middle and higher courses, divisions one and two each."

Religious Instruction in The Home and Colonial Society's Schools.

The educational work of this Society is, as stated in its Report for 1896-97, 'centered in two Training Institutions, (with Schools of practice), one of which, the Gray's Inn Road Training College, is aided by Government grants, and is under the inspection of the Education Department, whilst the other; the Highbury Hill House, for the training of woman in secondary and kindergarten subjects, is self-supporting, and is entirely unconnected with the Education Department of the Government."

In the Contitution of this Society it is stated:—

"That in order to perpetuate the teaching of sound Christian doctrine within the walls of these institutions, and thus to secure as far as possible its teaching in Schools, having Teachers from the Society, all individuals, whether Teachers, or other Officers, shall sign, in the presence of the Committee, a declaration, setting forth their belief in the great fundamental truths of Christianity, as defined in the doctrinal Articles of the Church of England, and, as to Teachers, pledging themselves that all their religious instructions shall be in conformity therewith."

The Report itself adds:—

"The constant endeavour has been that every student who leaves these walls shall be well instructed in the faith of Christ Jesus, in the sense in which that is set forth in the Thirty-nine Articles of the Church of England."

The Managers of Board and Voluntary Schools have, alike, the right to determine the kind and nature of the religious instruction to be given to the pupils of their respective Schools. In no case, however, can a Parliamentary Grant be made to these Schools for any such religious instruction, nor unless the law governing this right in both Board and Voluntary Schools be strictly observed.

Religious Instruction in Schools, under the Forster Act of 1870.

The enactment of this restrictive provision in the Forster Act of 1870 has greatly simplified what had always been, up to that year, a most difficult duty,—that of determining the grants to be made to Denominational Schools, which constantly and persistently violated the terms of the "Conscience Clause" which had been adopted by the Privy Council Committee on Education in 1864, but which, up to 1870, had not the sanction of Parliament.

The Sections of the Forster Act of 1870, which deal with the question of religious instruction in Board and Voluntary Schools, are the 7th, the 14th, the 76th and the 97th. The seventh, and most important of the provisions of this Act, is as follows :—

"*Section 7.* Every Elementary School, which is conducted in accordance with the following Regulations, shall be a Public Elementary School." . . . "A copy of these Regulations shall be conspicuously put up in every such School, namely :

"(1) It is not to be required, as a condition of the admission, or continuance, of any child in the School, that he shall attend, or abstain from attending, any Sunday School, or any place of Religious Worship, or that he shall attend any religious observance, or any instruction in religious subjects in the School, or elsewhere, from which observance, or instruction, he may be withdrawn by his parents, or that he shall, if withdrawn by his parents, attend the School on any day exclusively set apart for religious observances by the Religious Body to whom his parents belongs. (See section 76 below.)

"2. The time, or times, during which any religious observance is practised, or instruction in religious subjects is given, at any meeting of the School, shall be either at the beginning, or at the end ; or at the beginning and at the end of such meeting ; and shall be inserted in a Time Table, to be approved by the Education Department, and to be kept permanently and conspicuously affixed in every School Room ; and any scholar may be withdrawn by his parents from such observance, or instruction, without forfeiting any of the other benefits of the School.

"(3) The School shall be open at all times to the inspection of any of Her Majesty's Inspectors ; so, however, that it shall be no part of the duties of such Inspector to inquire into any instruction in religious subjects given in such school, or to examine any scholar therein in religious knowledge, or in any religious subject, or book. . . .

"*Section 14.* Every School, provided by a School Board, shall be conducted . . . in accordance with the following Regulations . . .

"No religious Catechism, or religious formulary, which is distinctive of any particular Religious Denomination shall be taught in the School. . . .

Section 76. When the managers of any Public Elementary School, not provided with a School Board, desire to have their School inspected, or the scholars therein examined, as well in respect of religions as of other subjects, by an Inspector other than one of Her Majesty's Inspectors, such Managers may fix a day, or days, not exceeding two in any one year, for such inspection, or examination. . . .

"2 On any such day, any religious observance may be practised, and any instruction in religious subjects given at any time during the meeting of the School, but any scholar who has been withdrawn by his parents from any religious observance, or instruction, in religious subjects shall not be required to attend the School on any such day.

"*Section 97.* The conditions required to be fulfilled by an Elementary School in order to obtain an annual Parliamentary grant shall be those contained in the Minutes of the Education Department.

"(2) Such grant shall not be made in respect of any instruction in religious subjects."

Authority for Religious Instruction in the Board Schools.

In Sir H. Owen's "Elementary Education Acts, 1876–1897 Manual," the Author, in commenting on Section 14 of the Act of 1870, says :—"Where School Boards, being of the opinion that they are not debarred by this 14th Section from allowing the Apostles' Creed to be taught in their Schools, have allowed it to be so taught, the Education Department have not felt themselves called upon to interfere." They have regarded it as a matter within the discretion of the School Board whether the Apostles' Creed shall, or shall not, be taught and explained in their Schools. The Education Department have stated that they consider that School Boards, which provide religious instruction in their Schools, are justified in securing, by inspection and examination of the scholars, information as to the efficiency of the instruction.

"Regulations to the following effect have been adopted in whole, or in part, by a large number of School Boards, with reference to religious instruction. prayers and hymns in their Schools :—

"(1) That, in the Schools provided by the Board, the Bible shall be read, and there shall be given such explanations and such instructions therefrom, in the principles of morality and religion, as are suited to the capacities of children ; provided always, that, in such explanations and instructions, the provisions of the School Act of 1870, Sections Seven and Fourteen, be strictly observed. both in letter and spirit, and that no attempt be made in any such Schools to attach children to any particular Religious Denomination. . . .

"(2) That such explanations, and instructions, as are recognized by the foregoing Regulation, shall be given by the responsible Teachers" of the Schools.

"(3) That, in accordance with the general practice of existing Elementary Schools, provision may be made for offering prayer and using hymns in Schools, provided by the Board at the 'time, or times, when, according to Section Seven of the Elementary Education Act of 1870, sub-section two, 'religious observances' may be practised.

"(4) That the arrangements for such religious observances be left to the discretion of the Teacher and Managers of each School, with the right to appeal to the Board by Teacher, Managers, parents, or ratepayers of the district. . . .

"(5) That during the time of religious teaching, or religious observances, any children withdrawn from such teaching, or observance, shall receive separate instruction in secular subjects. . . ."

Speaking of the character of Religious Instruction in the Board and Voluntary Schools, Sir John Gorst, in submitting to the House of Commons the Education Estimates for 1898–99, said : "Religious teaching in the Schools was of two kinds—historical teaching and the teaching of doctrine. He did not pretend to say that it would be wrong to compare the relative importance of those two kinds of teaching, but, as a rule, Bible teaching in most Schools occupied a great deal more time than the teaching of doctrine. He had expressed doubt whether that part of the teaching which was historical was not better taught in Board Schools than in Voluntary Schools. He entertained that doubt no longer. He had no hesitation in saying that, at any rate, in London, the Bible teaching in Board Schools was so superior to that in Voluntary Schools that there was no comparison between them. These were facts which he might suppress, but could not alter.

For this statement, Sir John Gorst was taken to task by the Archbishop of Canterbury (Dr. Temple) in the House of Lords. His reply, through Lord Salisbury, was that, what he stated was the result of his own conviction, although not based upon official returns.

A voluminous return has recently been issued by the Education Department, containing a detailed account of the religious instruction given in Board Schools in 1895–96. Out of 2,329 of these Schools, only 57 are reported as not having made any provision on the subject.

A very successful effort was made in Winchester in 1891 to confederate, under a composite "Elementary Schools Council," the eleven Voluntary Denominational Schools in that city. This Council is composed of two representatives from each of these eleven Schools—Church of England, Roman Catholics, and Wesleyan—and twenty-two persons, elected by the voluntary ratepayers, forty-four in all. The voluntary rates and subscriptions, etc., are put into a common fund and disbursed to each of the Schools by the Council.

In a special Report on Denominational Schools, prepared in 1897, under the direction of the Minister of Education, I have given particulars of what is practically a similar system, but more comprehensive in its character, which has existed for some years in Poughkeepsie, State of New York. It is identical with the Faribault system promoted by Archbishop Ireland, of St. Paul, Minnesota, as fully explained on pages 200–205 of the "Legislation and History of Separate Schools in Upper Canada," (1897,) published by the Writer. (See the reference to Archbishop Ireland in the last Chapter, page 63.)

Nature of the Objection to Religious Instruction in Board Schools.

Objections of a very indefinite character are generally the ones used by those who object to religious instruction being given in the non-denominational Board Schools of England. The Bishop of Guildford, in a speech delivered at the opening of the new Anglican Schools at Ventnor, in the Isle of Wight, in October, 1898, put his objections to the instruction in a definite form, and said :—

"The Voluntary Schools were inestimably to be preferred to Board Schools. . . . In many cases the Board Schools gave a good secular education, and in London, he believed, the religious education was of a very satisfactory character, as far as it went; but there was always this fatal blot in respect to them, there was no fixity of tenure in religion. Board Schools might give an excellent religious education—they gave the best they could; but they were debarred from using that useful handmaid of religious instruction—the Catechism.

"And they lay under this terrible disadvantage, that, in a Board School, they could not inquire into the character of a Master, or Mistress, or Pupil Teacher. They were not allowed to ask whether a School Master was a Christian or not."

It may be true that, as a matter of official regulation, certain inquiries may not be definitely authorized; but it is not at all likely that Managers of Board Schools would engage a Teacher without knowing something about his character, habits, etc.

CHAPTER VII.—RECENT EFFORTS TO PROMOTE POPULAR EDUCATION IN ENGLAND.

A new departure has recently been made by the English Education Department, in the establishment, for the use of students, and others, of an Educational Library and Inquiry Office in Cannon Row, Whitehall. This Library contains about 7,000 volumes on "Pedagogy and the Administration of Education," including a large collection of the Education Reports issued in other Countries. . . . These Reports and Documents are now "available for students visiting the Library." There is also in it "a representative variety of foreign educational magazines."

As the result of this new departure, and as an outgrowth from it, the Privy Council Committee on Education have authorized the issue, by the Chief Officer of the Library, (as Parliamentary papers), of "a series of Special Reports on educational subjects" in various Countries.

The first of this series of Special Reports has just been issued. It extends to 732 pages and contains twenty-six separate Reports, signed by their authors, relating to education in England, Ireland, Belgium, France, Germany, (Prussia, Saxony, etc,), Denmark, Egypt, Spain, the United States. and Manitoba, and Women's Universities in the British Empire and foreign Countries."

A second and third Volume were issued in 1898. These publications are similar, in some respects—but with a narrower range—to the admirable annual volumes issued by the United States Bureau of Education in Washington.

The reason given, in a Parliamentary note, for the publication of these special Volumes, is that of the increased "interest now taken in the comparison of different methods of teaching, and of different forms of school organization," and, therefore, "useful to students of education." Many of the Reports in the Volume are reprinted separately for the convenience of distribution.

The Increased English Education Grants for 1898–99.

Having obtained a copy of the English "Education Estimates" for 1898 99, I have prepared the following condensed summary of them. While, no doubt, they will prove interesting to many, they will also be a surprise to others who are disposed to object to our yearly increasing grants for education in various Provinces of the Dominion. The annual average increase of these grants in England is from £300,000 to £400,000. The proposed Parliamentary Grants for Education in 1898-99 are as follows :—

For Elementary Day Schools	£4,692,155
"Free grant"—to promote free schools, by diminishing fees payable.	2,303,000
For Evening (Continuation) Schools	192,183
Special grant to Voluntary Schools under the Act of 1897	621 000
Special grant to Board Schools under another Act of 1897	193.000
Education of blind and deaf children	18,260
Teachers pensions and gratuities	37,160
	£8,056,758
Training Colleges	171,856
Education Department—salaries	75,673
Education Department—expenses	1,480
School Inspection—salaries	166,705
School Inspection—expenses	45,010
Special inquiries and expenses	2,642
	£8,520,124
Instruction in Public Elementary Schools and Training Colleges, by the Department of Science and Art	69,350
Proportion for instruction in other Schools, by the Department of Science and Art	41,000
Parliamentary grants to various Universities and Colleges in England and Wales	62,507
Public Education in Scotland	1,281,867
Scottish Universities	42,000
Public Education in Ireland	1,121,734
Endowed Schools, and Queen's Colleges in Ireland	5,855
Science and Art Museums, etc.	748,194
Agricultural Education in Great Britain, (also £7,000; from the Board of Agriculture)	9,000
Grand total	£11,901,631

In addition to these Parliamentary Grants, the income of the Board Schools from rates in 1897 was £2,325,301, and of the Voluntary Schools from subscriptions, etc., in 1897, was £843,874; total £3,169,175 That sum, with the Parliamentary grants in 1897 of £8,001,338, made a total of £11,170,513 available for the Public Elementary Schools of England and Wales during 1897—apart from the expenditure of £171,856 on behalf of Training Colleges, being a gross total of over fifty-five millions of dollars.

The Gilchrist Educational Trust was founded in 1841 by the late Dr. Gilchrist, "for the benefit, advancement, and propagation of education and learning in every part of the world" . . . Its income is now devoted to the maintenance of scholarships and lectures on scientific subjects for artisans, etc. Formerly Canada shared in the advantages of the Trust, but not, I believe, of late years.

Technical Colleges.—Of these there are several local institutions, such as the Central Technical College, and the Technical Art School at Kensington, and also the Technical Colleges at Finsbury (London), Bradford, Bristol, and Manchester, etc.

Active Movement to Promote Secondary and Technical Education in England.

In 1886, an Association was formed in England "for the Promotion of Technical and Secondary Education." "Secondary Education," as defined by the Association, is designed "to cover an intermediate region of education, which lies between the Elementary School and the higher Colleges and Universities." The Association further defines its aim to be "to promote Technical, Commercial and Agricultural, Education, and encourage those educational reforms which will improve the capacity, in a broad sense, of all those upon whom our industries depend. It desires:

"(1) To develop increased general dexterity of hand and eye among the young, which may be especially useful to those who have to earn their own livelihood. . . . (2) To bring about more widespread and thorough knowledge of those principles of science and art, which underlie much of the industrial work of the nation. (3) To encourage better secondary instruction generally . . . for those who have to guide our commercial relations abroad, and to develop our industries at home."

This Association has been very active in its efforts to excite public attention to the subject. Sir Henry Roscoe, the Secretary, in a recent Report, says:—

"It is with great gratification that the Executive Committee are able to record a remarkable awakening of public interest and activity in the matter of Secondary and Technical Education." As a result, he cites the "legislative achievements of the passing of the Welsh Intermediate Act of 1889, the Technical Instruction Acts of 1889 and 1891, and the educational clauses of the Local Taxation Act of 1890. . . . The provisions of the Government measure on Secondary Education of last Session were, in many respects, similar to the proposals embodied in the Secondary Education (England) Bill, which this Association promoted in 1892."

In regard to "the Government measure," to which Sir Henry Roscoe refers, the Rev. Dr. Waller, Secretary of the Wesleyan Education Committee, has furnished me with the following information:

"At present, there is no system of Secondary Education under Government control. The late Vice-President of the Committee of Council appointed a Departmental Committee to consider the question. This Committee was superseded by a Royal Commission, appointed in March, 1884. Their Report and recommendations were signed by the Commissioners in August, 1895, and subsequently published (in nine volumes) . . .

The recommendations of the Commissioners may be briefly summarized under five heads, as follows:

"(1) *Central authority*—It is recommended that a [new Education] Department should be created, and that a 'Minister of Elementary Education' should also have charge of the administration of Secondary Education.

"(2) *Local authorities* to be set up in every County and every County Borough with a population of 50,000; special provision being made for London.

"(3) *School Organization*—Arrangements for the better organization of Schools to be left in the hands of the 'local authority.' Existing Endowed Schools, and all other Schools, which provide a Secondary Education, and are more or less of a public character, are to be considered in relation to the needs of the locality. . . "

(4) and (5) relate to finances and Teachers.

"In the Education Bill brought into Parliament in March, 1896, by Sir John Gorst, (present Vice-President of the Privy Council Education Committee), Clause 12 provides for the creation of 'local authorities' to deal with Secondary Education. The Bill was not acceptable, and was withdrawn.

THE IMPERIAL BOARD OF EDUCATION TO BE A CENTRAL EDUCATIONAL AUTHORITY.

"The Duke of Devonshire, however, (President of the Education Committee of Council), introduced a measure on Secondary Education in 1898, as recommended by the Royal Commission. Its consideration was deferred until the Session of 1899. In introducing the subject to the House of Lords, the Duke of Devonshire intimated, that the measure would take a two-fold form. First, a Central Authority would be created, to which would be intrusted the whole duty of managing the Elementary and the proposed Secondary Schools. This Central Authority would be of a very comprehensive kind. It would supersede the present Education Department, and the Committee of the Privy Council on Education, and would be known as "the Board of Education for England and Wales." This Board would consist of "the Lord President of the Privy Council, Her Majesty's principal Secretaries of State, the First Commissioner of Her Majesty's Treasury, the Chancellor of Her Majesty's Exchequer, and one other person appointed by Her Majesty the Queen, who shall also appoint a President of the Board. If such President be the Lord President of the Privy Council, then the Queen shall appoint a Vice-President. This Board shall assume all the duties of the present Education Department, and of the Department of Science and Art, as well as certain powers of the Charity Commissioners.

The Duke of Devonshire, in speaking of the Government, and of the local authorities, and, in recommending these important changes, stated that:

"None, so far as he had been aware, had been accustomed to look at educational questions as a whole, or to work together with each other for the co-ordination of educational administration. He did not know whether the President, or the Vice-President of the Council, had ever attempted to place before Parliament a complete, or well-defined, scheme of Elementary Education, but he was quite sure that it had never been the duty of either to place before his Colleagues, or Parliament, any complete and well-defined scheme with the objects with which Secondary Education was concerned.

"Dealing with the present state of the question, he found that, beginning with some small grants for the elementary teaching of the principles of science and art, the Department was now engaged in spending on central Colleges of Science and Art £20,000 a year, and a further sum of £276,000 in class teaching. Local authorities had also been taxing themselves; and over £800,000 of public money had been absolutely placed at their disposal for the same objects.

"There was at the present time no definite line of demarcation between Elementary and Secondary Education. It was impossible to state, with any approach to accuracy, what amount of public money was applied by School Boards to what was practically Secondary Education, but, in addition to the amounts mentioned, Parliament had paid to those responsible for the reorganization of Public Schools a sum of £68,000. To these figures might be added an immense number of private and proprietary Schools all over the Country, a great number of which would be willing, it was believed, to enter into a general educational scheme."

"In recommending the establishment of a Central Authority," the Duke said, that it would be "responsible for Secondary, as well as Primary, Education, but not necessarily the establishment of any system of strict uniformity, such as must exist in in any system of Elementary Education. On the contrary, he believed that the system recommended by the Royal Commission, and adopted under the Bill of 1896, whereby the local authorities were given a wide discretion, was practicable. He thought that a Central Authority was becoming an indispensable preliminary to the inauguration of any satisfactory system." . . .

Nature of the Proposed Higher Primary, (or Secondary), Schools.

In regard to this movement in favour of "Secondary Education," the practical and technical side of it finds more advocates than does the "higher," or literary, side. The general feeling, however, so far as I can see, appears to be greatly in favour of the adoption in England of the equivalent of the very successful scheme of the "higher primary school" in France.

This "higher primary school" is divided into four sections—"the general, the commercial, the technical and the agricultural." The advocates of this scheme in England urge that it meets the case of the varied tastes and necessities of youths destined, (as nine-tenths of them are,) for industrial life in workshops, the business, or counting, house, the farm, or in commerce. The French Minister of Public Instruction states that the "higher primary school" is "intended to give specialized instruction for individual professions in commerce, or industry, and to develop in youths destined for manual occupation, and the dexterity and the technical information necessary thereto." M. Buisson, a noted French Educationist, emphasizes these words of the French Minister, and adds :—

"That, wherever there may be found a collection of children of the age of twelve years, who intend going in for agriculture, trade, or business, there shall be found at hand an agricultural, industrial, or business school, properly organized, adapted to their requirements, and suitable for helping them to attain the end which they have in view."

Subjects of Instruction in Evening Continuation Schools.

Night schools date back to 1839. In 1861 day School Teachers were first authorized to teach in Night Schools. But, in 1888, a Royal Commission recommended that "the Evening School system should be thoroughly revised," and, in 1890, the system was revised; but, in 1893, it was not only revised, but enlarged, and a system of "Evening Continuation Schools" was authorized, and it was then prescribed by the "Code" that "elementary education should not be the principal part of the education therein given."

In an "Explanatory Memorandum," originally published in 1893, and reprinted in the Special "Code" for these Schools in 1898, it is stated that "the objects contemplated in the Evening Continuation Schools are :—

"To give freedom to Managers of Board and Voluntary Schools in the organization of their Schools.

"To offer to managers and Teachers a wide choice of subjects adapted to the various needs of scholars and districts.

"To suggest, (and herewith provide), both concisely, and in full detail, courses of instruction in these subjects.

"To enable Managers to combine instruction in subjects for which special grants are paid by the State, with instruction in other subjects, for which no such grants are paid, but which it may be, for special reasons, desirable to include in the school curriculum."

These Evening Continuation Schools differ widely in their scope from the ordinary "night" or "evening" schools. They are, in essence and in purpose, designed for higher work, as true "continuation" schools for those who had completed a good primary school education. Formerly the Evening Schools were rather places where young people, who

lacked elementary education could obtain it after day-school age, in the evening, similar in grade to that of the elementary Day School. All this was changed by the "Codes" of 1890-93; and now the object and purpose of the "Continuation School" is development in higher branches of education.

To accomplish this, the "Code" enlarged the area of instruction, which now includes within its scope a variety of subjects, in addition to those prescribed as ordinary "class" and "special" subjects. The schedule attached to the "Code" for Evening Continuation Schools contains two sets of schemes. The first is "adapted to the needs of all Schools, from which it is provided that portions may be selected suitable to the capacity and attainments of the scholars, and to longer, or shorter, school sessions."

The second scheme is proposed to show how those in the first scheme "may be lengthened into a more detailed syllabus." Managers of Schools may, however, construct a syllabus, or "scheme of their own in any one of the subjects, or in any other subject sanctioned by the Department. Such schemes and Time Table of work must be submitted to and approved by the School Inspector at the beginning of a session of the School."

The first or "concise scheme," embrace the following subjects:—

Reading, or Recitation, or both combined.

Letter Writing, or Commercial Correspondence, and Composition, or Theme, Writing

Reading and Writing combined.

Arithmetic, including Compound Rules and Reduction; Fractions, Household Accounts, Bills of Parcels; Practice; Proportion, in its Application to Interest, Averages and Percentages.

English, Languages and Mathematics, Science Subjects, which, among other things, includes Domestic Science, the Science of Common Things *i. e.*, the Home, its Fixtures and Furniture, Heating, Lighting, Clothing, Food and Beverages, Cleanliness and Disinfection, Safety from Accidents and Injuries—including "First Aid to the Injured," etc., Precaution Against Diseases.

Chemistry and Mechanics; Magnetism and Electricity; Human Physiology; Hygiene, including various matters; or, as an alternative scheme, that authorized by the St. John's Ambulance Association.

Commercial and Miscellaneous Subjects.

The "Detailed Schemes" are much more elaborate and include the subjects of the "Life and Duties of a Citizen," Ideals . . . of "Representative Government," in its varied phases and functions. Other topics are, "The Empire," "Industrial and Social Life and Duties," Elementary Physiography—(Measurement of Length, Surface, Volume, or Bulk); Elementary Physics and Chemistry; Science underlying Domestic Economy and Hygiene; Agriculture; Commercial Arithmetic; Book Keeping; Commercial Geography and History; Vocal Music; Domestic Economy, including the general Subjects of "Food; Air; the Skin; Clothing; Washing; the Meals; the House; Management of Income; Health and Sickness." Each of these general Readings have a number of sub-heads. Manual Instruction in Wood and in Metal, etc.

Very full explanatory notes on these subjects are appended to the "Code," and extra grants are made for teaching them.

The necessity for these "Continuation Schools" seems to be more necessary in England from year to year. Their practical equivalent in France are the "higher primary schools," as before mentioned. Both kinds of Schools are confined in each Country to the special purpose of continuing the education of the elementary schools into a higher grade, with a view to develop educated workers—workers for the fields and the farms, for the factory and the workshop.

These "Continuation Schools" of England, of Saxony—where they are largely developed—and of France are designed solely to:—

"Provide an education higher than that of the ordinary Elementary School, but different in character, but especially in duration, from what is termed 'Secondary Education,' whether classical or modern,"—as the industrial necessities of the times demand them.

Except in the country parts of England, the Evening Continuation Schools have been most successful. The Committee of Council on Education, in their Report for 1897-1898, refer to their "increasing usefulness" and to their "doing admirable work." Since 1895, the number of these Schools has increased by over one thousand—from 3,947 in 1895 to 4,980 in 1897—the attendance at them from 270,285 to 358,628, and the Parliamentary Grants to them from £112,084 to £162,158, or over £50,000 in two years.

In order to make these Schools even more efficient than they were, the Education Department, in its Report for 1897-98, states that it has "made a change in the conditions which regulate the admission to Scholars, so that 'no scholar may now be entered, or continue on the Register of an Evening Continuation School, who is under fourteen years of age, unless such scholar is exempt from the legal obligation to attend school; and no Pupil Teacher engaged in a public Elementary School may be registered as a scholar."

In the same Report for 1897-98, it is stated that among the subjects for which grants are made by the Department are:

Needlework for Girls and Women.
Shorthand; (studied by 40,882 Scholars).
Vocal Music, which was taken by 32,019 scholars.

The other Subjects follow in the order named, so as to show their comparative popularity in the Evening Continuation Schools:

Book Keeping.
Mensuration.
Domestic Economy.
The Science of Common Things.
Ambulance Work.
Algebra.
Life and Duties of a Citizen.
Human Physiology.
Chemistry.
Magnetism and Electricity
Elementary Physiography. (Length, Surface and Bulk Measurement.)
Hygiene.
Elementary Physics and Chemistry
Agriculture.
Horticulture.
Botany.
Navigation, etc., etc.

CHAPTER VIII.—SIGNIFICANCE OF THE NEW DEPARTURE IN THE ENGLISH EDUCATION POLICY.

The London *Daily Chronicle*, in commenting on the advanced programme of the English Education Department, as set forth in the Report for 1896-7, says:

"In the preparation of this Report their Lordships have flung all departmental precedent to the winds, and have supplemented the bare record of *fait accomplis* with a long introductory memorandum, which is nothing less than a pronounciamento on education, filled to the full with the weightiest indications of future policy. Rightly understood, this momentous démarche is really only another instance of the Government

yielding to that irresistible tendency of to day, to take the democracy into its confidence. If the Report is remarkable for the expression of policy it contains, the policy itself is more remarkable still. A careful perusal of the points raised, and the manner in which they are treated, shows that this very policy has a striking resemblance to that developed by Sir John Gorst in the speech which he delivered on the Education Estimates. And what makes matters stranger still is, that this time it is not the Vice-President speaking by himself and for himself, but the Report is signed and countersigned by the two chiefs together.

"The first question raised by the Report is the leakage of children over eleven in our primary schools. Sir John called it a 'crucial' matter, and the Report is scarcely less emphatic in its language. It urges the necessity for 'closer inquiry into the causes which explain, however little they palliate, it." Education cannot be 'satisfactory till this defect has been cured.' And the reasons of it are a disinclination to an agricultural life, and defective administration of the school attendance laws, due to their being no 'effective public opinion behind the elementary Acts' in certain districts. This is only an endorsement of Sir John Gorst, who further reprobated the overwork of half-timers. Their Lordships take up the question of out-of-school employment of full timers. Errand running and caddying at golf may not be 'dangerous trades' for a child, unless they prevent his learning a skilled trade. But their Lordships do not rest here. At all hazards, they wish to dissipate the 'lethargy' that prevails on this question. One cause of the leakage is immediate gain—a palpable hit for the Lancashire half-timers. The anomalies of the law are instanced as another cause. . . . Nevertheless the rural educational authorities, who are the sole authorities for enforcing school attendance . . . are sometimes among those who are anxious to obtain cheap child-labour at certain times of the year. They show an undue leniency in prosecuting contravention.' Here the murder is out! Surely Sir John, on signing the Report must have muttered to himself something about Wisdom and Justification. But their Lordships continue:—'As long as this 'unevenness is perfect' there is little hope of rousing public interest in education.' Therefore, say their Lordships, 'Let there be more light; let people understand that education is part of the national defence,' and then comes an assertion on the ethical tone of Schools, apart from the mere influence of Bible lessons, that must make the clerical friends of the Government uneasy, and indeed, reads perilously like the language used in France by those who defend *l'ecole laïque.** What their Lordships say on the vexed question of Country Schools is excellent. They see how much depends on the Teacher: on the duty of making his life a self respecting and attractive one, and of securing in him a true love of the Country, for great is his influence for good and evil. His aim must be not to produce 'multitudes of clerks, but multitudes of craftsmen,' in scholars 'who do not despise labour, but honour it;' who do not regard handicraft as something socially inferior to unskilled service in shop or office."

Changes and Reforms in School Management and Administration.

This forecast of the policy and purpose of the English Education Department is fully borne out by the statement of what has been accomplished by that Department in 1897, as thus summarized in the Report of the Lords' Committee of the Privy Council on Education for the year 1897-98. It says:

"The past year has been, from the point of view of administration, one of the most important in the history of the Education Department. The establishment of

* In a recent address by Sir John Gorst, in Bradford, he spoke with a good deal of emphasis on the problem of the "Derelict Million" of truants. Some decisive steps, he stated, "ought to be taken to deal with that derelict million, but to do that they would require a strong central Department of Government, and strong and energetic local authorities to co-operate with that Department. The mere carrying on of the present law would never succeed in bringing up the attendance of the children to anything like the proper figures." Calling attention to the extreme importance of this derelict million, from the economical point of view, he said "this was the class from which our criminals and paupers were mainly recruited. Between the ages of five and fourteen they were surely reclaimable; but, if nothing was done, they grew up to require an enormous expenditure in police and magistrates and prisons in order to prevent them from preying on society."

Associations of Voluntary Schools, under the Voluntary School Act of 1897; the increased grant to Board Schools; the transferrence from the Department of Science and Art to the Education Department of the administration of the grants for Drawing and Manual instruction in public Elementary Day Schools; and the further development of the new system of Inspection have taken place.

ILLUSTRATION OF THE VALUE OF PUBLIC DISCUSSION ON EDUCATIONAL MATTERS.

"These changes have not been merely mechanical in their character. They are significant of far-reaching movements in public opinion, and are the outcome of prolonged discussion on the principles of educational policy. . . .

"They indicate, though in different ways, the increasing importance which is being attached by the Nation to the financial and educational needs of the various types of Elementary Schools. We are conscious of a striking growth of public interest in the problem of National Education. There are many signs that increasing attention is being given to the aims of the different grades of Schools, to their various curricula, and to the material conditions and methods of teaching, which may best secure and deepen their moral and intellectual influence.

"This growth of public interest has inevitably been accomplished by some controversy; but we believe that the full discussion of educational aims, and of administrative difficulties, will ultimately be found to have conduced to the enlightened development of our educational resources.

QUESTIONABLE RESULTS OF THE OLD SYSTEM OF SCHOOL EXAMINATIONS.

"It was our aim to relieve efficient Schools and Teachers from the false standard of educational excellence which the old system of examination tended to set up. We believe that a Teacher, who is competent for his duties, and zealous in their discharge, does his work best when he is given freedom in the choice of methods, and liberty to adapt his course of instruction to the needs and abilities of his pupils. The most permanent and valuable results of education are not those which can be elaborately displayed on an annual field-day.

"It is misleading to attempt to measure a Teacher's educational skill, or the more lasting effects of his instruction on the faculties and character of his pupils, by a test which tends to throw the chief stress on the reproduction of a certain amount of knowledge on an appointed day. Such a system inevitably encourages sham, rather than true, education. It sets a premium on kinds of special preparation, which are generally incompatible with the necessarily slow and less showy process of thorough intellectual discipline Children can be usually made to acquire, for a temporary purpose, a good deal of information which is afterwards quickly forgotten, and leaves behind it little permanent impress or lasting good. . . . A system which makes [preparation for an examination], the chief aim of School work, is hurtful to the true efficiency of educational effort. It assesses its merits by a false standard. It induces superficial and fleeting excellence.

CHARACTER-FORMING INFLUENCES OF A GOOD SCHOOL.

"The character-forming influences of a good School are so manifold that undue concentration of effort on one outcome of efficient instruction tends not only to throw into the shade much that is most valuable in itself, but indirectly to deter the Teachers from giving the due measure of attention to other essential parts of their work. A School is a living thing, and should be judged as a living thing, and not merely as a factory, producing a certain modicum of examinable knowledge."

SUCCESS OF THE NEW SYSTEM OF SCHOOL INSPECTION IN ENGLAND.

In referring to the success of the new system of School Inspection and its effect on Teachers and Schools, the Report of the Privy Council Committee on Education for 1896-97, proceeds:—

"We note with satisfaction that the Teachers are proving themselves worthy of the trust which is placed in them; that the relations between them and the Inspectors have become more cordial; that the mechanical form of teaching, induced by a more mechanical method of examination, are tending to disappear; that the Teachers, relieved from the nervous anxiety inseparable from the formal test of an official examination (of the scholars) . . . are more at liberty to improve their daily methods of instruction. . . .

"The new methods permit the School Inspectors to see the Schools in their work-a-day dress, and to form a more accurate judgment of their daily conditions. They permit many sides of school life to be watched with greater exactitude and care, and direct attention to many subjects upon which our knowledge was previously somewhat hazy and uncertain. A searching light has been thrown upon certain aspects of school method and administration, for which the old system had provided no proper test."

In the next succeding Report of the Education Department for 1897-98, it is stated that:—

"The New System of inspection aims at securing a proper test for all sides of the work of a School. . . .

"The visits of inspection are, as a rule paid without notice, in order that the Inspectors may see the School under its normal conditions, and thus form an accurate judgment on its habitual state. . . . The new system of inspection throws upon [Managers of Schools], and upon others concerned a certain increase of responsibility, because it has become more than ever necessary for them to secure that, at proper intervals during the school year, steps are taken to test the progress of each child, and to ascertain what measure of accuracy he has gained. But the provision of these tests is a proper and necessary function, if those locally responsible for the welfare of the Schools and the task of providing them is likely to add to the reality and effectiveness of School management."—

Freedom in the Teacher's Work, under the New System of Inspection.

"Along with a more general acknowledgment of the need for freedom in the Teacher's work, and of necessary distinctions, as well as in the curricula of various types of Schools, as in their administrative relation to the State, there has arisen a deeper feeling of the necessary inter-connection between the several parts of our educational system, and of the profound importance of a high, but wisely adjusted, standard of educational efficiency to the welfare of the Nation at large. . . .

"The removal of unnecessary limitations on the Teacher's choice of methods has been followed by a remarkable and salutary growth of interest in educational problems. . . . The reports which we receive from the Inspectors as to the working of the new system of inspection are encouraging and satisfactory."

CHAPTER IX.—DEFECTS IN THE ENGLISH EDUCATIONAL SYSTEM.

In his speech, in submitting the Education Estimates in the House of Commons on the 17th of June, 1898, Sir John Gorst, Vice-President of the Privy Council Committee on Education, dealt critically with the English Education System as it at present exists. He said:

"With the amount now to be voted by the State, voluntary contributions, and the amount contributed by rates, the sum to be spent on Elementary Education in the course of the current year in England and Wales would be £11,690,000 and that he regarded as an earnest of the conviction of the people that education was a National necessity, and that the Country depended for its greatness as much upon the intelligence of an instructed population as upon fleets and armaments."

Sir John Gorst then proceeded to point out the defects in the working of the English Elementary School System. He said:—

"1. The first was the early age at which children left school. This was the great obstacle to elementary education. The compulsory school age ceased at eleven,* but the standard of exemption depended upon local by-laws.

"All standard exemptions," Sir John in his speech, then proceeded to say, "were bad in principle. At the age of thirteen the operation of all such by-laws ceased, and the child reverted to the statute law, which required the passing of the Fourth Standard. Of 600,000 children at school, between the ages of ten and eleven, 20,000 left at eleven forever, and between 50,000 and 100,000 became half-timers; at twelve 85,000 more disappeared; at thirteen 289,000 disappeared; after fourteen there were only 48,000 left at school—the result being that of those who left at the earlier ages everything they had learnt was very soon wiped out of their minds." He believed that until the Education Department took the matter in hand and raised the age for leaving to thirteen a great deal of the education given would be wasted, and the tall talk of competing with other Countries in education, under the existing condition of things, was absurd.

"2. Another obstacle to the effectual expenditure of the money which the Country was willing to vote for education was the irregularity of attendance, not to speak of the failure of our system to get all the children of the county on the school books. It was estimated that there were 7,924,128 children who ought to be on the books of some school, while the actual number was only 5,509,845, and the percentage was substantially declining. Not only was the law at fault, but the administration of the law was extremely loose. Irregular attendance inflicted the greatest possible injury upon voluntary education, because it not only injured the child, but also the School."

This subject is attracting a good deal of attention in England. Truancy is a great and growing evil there. Sir John Gorst, speaking of truants, (see page 37), calls them the "derelict million," while popularly, they are known, in England, as hooligans." In a recent discussion on the subject in Exeter Hall, London, the President of the National Union of Teachers, stated that the 750,000 children on the books of the London Schools were composed of three groups—viz., two-thirds regulars, one-sixth casual irregulars, and one-sixth chronic irregulars. The machinery for enforcing compulsion existed almost entirely for the chronic irregulars. In Glasgow the attendance was 89 per cent., in London 81 per cent.; or that of 750,000 children on the register 145,000 were absent every time the London Schools were open. It was also pointed out that of the persons convicted in England and Wales in 1898, 20.9 per cent. were absolutely illiterate, and 62.6 per cent. were only able to read and write imperfectly; while there was indisputable evidence that the "Hooligans" were the truants and other ill-governed children, who were never brought under the disciplinary influences of a public school. A proposal was subsequently agreed to that, as the present system of compulsion and prosecution had, for various causes, failed, a special court for truant cases be established, with special magistrates, to preside in them, be appointed.

"3. The next obstacle to education was that children frequently attended school in a condition unfit to receive instruction. There was, in the first place, the whole army of half-timers, many of whom were worked for unconscionably long hours, and there were also children in full attendance who worked both before and after school hours. Of course, those children when they were at school were not in a fit condition to receive instruction. There were also children who came to school starving, and to attempt to inculcate education into their minds was not only waste of time but cruelty.

Inferiority of Voluntary Schools in Large Towns.

4. The next obstacle to education was the inferiority in great towns of the Voluntary Schools. He considered that the maintenance of Voluntary Schools was of the greatest importance to the country on religious and educational grounds, but he was convinced that voluntary schools could only continue to exist upon the condition that they were made thoroughly efficient.

* The school age in Ontario is from five to twenty-one years. Not compulsory, however.

The correctness of this statement of Sir John Gorst was amply verified by the result of the junior County Scholarship examinations in 1898. These examinations are almost exclusively attended by children from the public Elementary Schools of London. The result of this examination shows how very superior the instruction given in the Board School is to that given in the Voluntary Schools of London. The following is the comparison in tabular form :

	Board Schools.	Voluntary Schools
Schools sending children	280 out of 458, or 61 per cent.	89 out of 509, or 17.5 per cent
Number of entries	3,243	445
Entries per 1,000 in average attendance	11.8	3.7
Number of passes	1,601	183
Proportion of passes to entries	49 per cent.	41 per cent.
Number of scholars	554	44
Proportion of scholars to entries	17 per cent.	10 per cent.

These percentages are remarkable for their contrasts, as are also the numbers of those who passed the examination.

5. Another point to which Sir J. Gorst drew attention was the inferiority of rural schools to urban schools, at the same time that they were more costly ; and, until they got an area of management more like that of the County Councils, it would be hopeless to expect any great improvement.

6. The next obstacle to education was the want of trained Teachers, and means must be taken to obtain a better supply.

7. Another obstacle was the want of an organized system of Secondary Education, and if we were to hold our own in the industrial competition of the future we must have workers and trainers as well equipped as the workers and trainers of other countries. Open doors for our commerce were useless unless we were sufficiently well trained to take advantage of them. Reform of education must begin with the elementary schools, otherwise the Technical Institutions and Commercial Colleges would fail for the lack of properly trained boys and girls to take advantage of them.

(Note.—I have gone more fully into this matter in the last Chapter.)

Local Conflicting Educational Interests a Great Drawback.

Sir John Gorst, in a subsequent speech, during the "Parliamentary Recess," thus pointed out the great difficulty which the Goverment had experienced in reconciling local jealousies, and in harmonizing conflicting interests, as well as in dealing practically and intelligently with the Secondary Education question. He said :

"Now-a-days, a great deal was heard about the reform of Secondary Education. There were two kinds of reformers. In the first place, there were the men who would only aim at that which was absolutely perfect. Now, all schemes of ideal perfection required the interference of the Government, or of Parliament. Education, as a Parliamentary subject, was flaming with party hatreds and with religious intolerance ; and Parliamentary Governments, which must, after all, set before themselves, as one of their first objects, abstinence from exciting the animosity of any political party in the constituency, were not at all disposed to touch it. Then, there were the reformers, who tried to make the best of things as they were, and he confessed that, in education, he belonged to that class of reformers. They took the law as it stood, and tried, by mutual agreement, to make education better. There was no difficulty in any City, or County, of England, if the people engaged in Education would only come together and agree upon a joint scheme for the general benefit of the District. . . .

"County Councils, acting under the Technical Education Acts, unfortunately had no rivals. There was no one in most country districts who troubled his head much about Education. . . . But, in populous places, like the County of London, and in the great City Boroughs, it had pleased Parliament to create two almost rival authorities. It was of no use lamenting the fact, because neither could, by any possibility, be got rid of. There could only be unity and concord in Secondary Education by those two authori

ties coming to terms and making an agreement together. The School Boards of England had no less than sixty Schools of Science, besides eighty Science Classes. . . . In creating them, the School Boards might have been acting without statutory authority, but they had certainly been acting in accordance with the wishes of their constituents. It would be madness on the part of any educational reformer to do anything to destroy, or damage, those Schools and Classes, and it would be extremely foolish to endeavour to take them out of the hands of those who had established them, and were maintaining them so well."

The Duke of Devonshire fully experienced all of these difficulties in introducing his long promised Bill on Secondary Education. He had, therefore, to cut the "Gordian Knot" by curtailing the powers of local conflicting authorities, and transferring most of them to a strong, Central National Board of Education. He said that he "had great doubts whether it would be wise to attempt to constitute local authorities with well-defined powers, without the preliminary re-organization of a Central Authority. If they had known the difficulties they would have had to encounter between the Counties and the County Boroughs, on the one hand, and the small urban authorities on the other, they would have seen that those authorities could not have done very much in re-organizing the educational arrangements of their Counties. They would have had to deal with the School Board, with the Managers of the Science and Art Department, with the Governors of Schools, under Schemes of charitable endowments, and with Schools under private management. Over each proposal they would have had to enter into correspondence with the Education Department, the Science and Art Department, with the Governors-Commissioners; and none of these Departments, so far as he was aware, had ever been accustomed to look at educational questions as a whole. . . .

The Duke of Devonshire further said that, owing to these local difficulties in the case of the proposed Secondary Schools, the Goverment . . .

"Proposed to create a Central Educational Authority. At present, the President of the Council, or the Vice-President, was, for any purpose, the Minister of Education, but under him were virtually two distinct powers, the Education Department and the Department of Science and Art. The Government proposed to bring these two Departments together, probably under the control of one permanent centre. It was proposed to put an end to the Committee of Council, and to the office of Vice-President of the Committee of Council, and to create a Board of Education on the Model of the Board of Trade, the Local Government Board, and the Board of Agriculture. (See Chapter VII.)

Evils of the Pupil-Teacher System in English Schools.

The Pupil-Teacher system of England is the legitimate outgrowth of the Monitorial System of Bell and Lancaster. In its early simple Monitorial form, it did not affect the *role* of the "Teacher," as we understand that word. Besides, what Monitors taught in the days of Bell and Lancaster was little more than the Alphabet, Spelling and the elementary forms of Arithmetic. Now,—and until the new Regulations on the subject came into operation,—it was "no uncommon thing," (as stated in the Report of the Commissioners on the subject), "for a Pupil-Teacher to have charge of large classes of fifty, sixty, or even seventy, children." . . . "Small School Boards find in the Pupil-Teacher a cheap and ready means of supplying the School staff . . . and exact an amount of child labour, which, in many cases, is little less than white slavery." It can be easily understood that, under such a miserable system of so-called economy, the entire teaching standard, in many English Schools, is so lowered, that it ceases to be a means of education, in any true sense of the term. It has also developed in some School Boards what may be termed: "a penurious greed," to get work of a very inferior grade at the lowest of cheap rates, and then pretend that they have complied with the conditions and requirements of the Code, and, as a consequence, claim the Grant, as if the work done was good and *bona fide* Truly, as the Commissioners say, "the system has been worked for all that it was worth."

In a recent published Letter (November, 1898,) from Mr. J. H. Yoxall, M.P., on the subject of "Child-Teachers in the Schools," he said :—

"It is unfortunately only too true that the staff of Schools in Great Britain and Ireland is very largely composed of juvenile, and other imperfectly qualified, Teachers. One finds that there were, at the date of the latest return in England, (in round numbers), 41,000 Certificated Teachers, 16,000 Uncertificated Assistant Teachers, 20,000 Pupil Teachers, and 11,000, (Code Article 68) Teachers (who are *inferior* in qualifications to Pupil Teachers, as a rule). The corresponding figures for Wales were 2,500, 1,300, 2,200, 780. We are perpetually dinning away in the public ear regarding this great difficulty in our Schools, but the argument of the purse is too strong for us."

Ill Effects of Too Much Oral Teaching in Schools.

In his Report, of 1897, to the Educational Department, the Rev. T. W. Sharpe, C.B., Her Majesty's Senior Chief Inspector of Schools, thus points out, as another defect in the English scheme of Education, the ill effects upon scholars of excessive oral teaching. He says :—

"We all deplore the absence of a well-formed, self-reliant habit of continuous and concentrated thought among our older scholars. I believe this may be attributed, in a large degree, to the excessive amount of oral teaching, originating in a well-meant, but unwise attempt on the part of the Teacher, to level the rough way of knowledge, and to remove all difficulties from the pupil's path. It may be well, therefore, to call attention to the necessary limitations imposed on oral teaching . . . by the weariness that continuous talking causes to young scholars, who are naturally restless and require continuous employment rather than continuous thought.

"It is well that in all lessons there must be a certain amount of oral explanation, but, by skilful use of the black-board, and, by the omission of all useless digressions, which often issue only in losing sight of the real purpose of the lesson '(the evil)' may be reduced to a minimum . . . The present excessive amount of oral teaching should, for all these reasons, be diminished. . . . Oral teaching is as essential an accessory in all subjects as the black-board is, but an excessive amount of oral lessons proper, *i.e.* lessons,—in which a continuous lecture is given, tends to diminish that exercise of mental effort in the scholar, which is essential to the formation of sound habits of thought.

"I would, therefore, suggest to all Teachers to avoid unnecessary talking . . . and unnecessary digression in the course of a reading lesson . . . and also exposition on the Black-board of individual mistakes in writing, when the work of the whole class is suspended to listen to the Teacher's corrections, and that 'thorough teaching,' as it is called, which requires that every step in the process should be laboriously brought within the comprehension of the dullest member of the class. . . . County Council lecturers have discovered that oral teaching to uneducated adults is almost worthless."

The Chief Inspector then quotes the opinion on the subject of several experienced men. One of them said :

"There is too much oral teaching. Many Teachers seem to think they are not doing their duty unless they are talking perpetually . . . Others, he says, "resort to nagging, when there is nothing else to be said." Another said : "Oral teaching is overdone ; there is nothing else," and then proceeds to give examples to support his statement*

*In the *Journal of Education for Upper Canada*, I inserted in the June number of 1865, an article from the English *Pupil Teacher* on "The Teacher as a Talker,". The objection was urged, as in the English Schools of to-day, that there was generally too much talking by the Teacher in a School. The article contains some admirable hints on the subject. In conclusion, the writer referring to discipline, quotes the inspired words of Solomon : "Words fitly spoken are like apples of gold in pictures of silver," and says : "If there be any place where such pictures should be hung, it is in the School Room . . . Oh, the power of silence and the force of a motion or a look ! the pressure of a quiet, self-reliant reserve force upon a school."

CHAPTER X.—TEACHERS' AND OTHER EDUCATIONAL ASSOCIATIONS AND ORGANIZATIONS IN ENGLAND.

In addition to the College of Preceptors, there are several organizations of Teachers which have a reorganized status in England, and which exercise a good deal of influence on their profession, and, more or less on school legislation. These Associations are :—

The Incorporated Association of Head Masters, organized in 1890, and consists of nearly 400 members, who are recognized Head Masters of Secondary Schools, in "which a majority of the pupils are receiving an education higher than in an elementary" one.

The objects of the Association are :—"(1) To facilitate the interchange of views and information on all school matters, e g, teaching, examinations, scholarships, internal management and organization generally ; (2) to influence public bodies connected with education, and, further, to watch, and, if necessary, to suggest legislation on educational matters."

In the Report of the Association for 1897 it is said that, "considerable interest has been aroused in the House of Commons with reference to the work and aims of the Association, and Members of Parliament are more widely awake than they were to the claims of Secondery Education on their consideration. Primary education has now been dealt with in separate Acts. Outside Parliament, Secondary Education is coming to be more generally recognized as a matter of vital importance to the welfare of the Nation."

The National Union of Teachers was established in 1870. The most important objects of this union of Teachers are :—"(1) To unite together, by means of local associations, school Teachers throughout the kingdom, in order to provide a machinery by which they may give expression to their opinions, when occasion requires, and may take united action in any matter affecting their interests ; (2) to afford to the Education Department, to the Science and Art Department, to School Boards and to other educational Bodies the benefit of the collective experience and advice of Teachers on practical educational questions ; (3) to improve the general education of the Country, by seeking to raise the qualifications and status of School Teachers, and by opening out a career to the best qualified members of the profession ; (4) to watch the working of the Education Acts, to promote the insertion of such new articles in the Code of Regulations as may from time be found necessary, in the interests of public education, and to secure the removal of such Regulations as are detrimental to the cause of educational progress; (5) to secure the representation of the scholastic profession in Parliament : (6) to seek to have the pension Regulations revised and restrictions removed ; (7) to establish provident, benevolent and annuity funds, for the benefit of the scholastic profession," etc.

The Teachers' Guild of Great Britain and Ireland was incorporated in 1885. The chief objects of this Guild are :—To form a body which shall be thoroughly representative of all grades of Teachers, and shall be able to speak with knowledge and authority on all matters of education, and with this view, first, to facilitate the interchange of thought and co-operation amongst those who are actively engaged or interested in education, and, secondly, to circulate information regarding educational methods and movements in England and elsewhere : thirdly, to promote and assist the establishment of Educational Libraries, and of central meeting places, where School Books and Apparatus may be exhibited, and information on educational matters obtained and exchanged," etc.

The Society of School Masters is for the promotion of special interests.

The Froebel Society. This interesting and useful Society was formed in 1874, for the purpose, (as its constitution states), of promoting co-operation among those engaged in kindergarten work, of spreading the knowledge and practice of the system, and of maintaining a high standard of efficiency among kindergarten Teachers. It was Incorporated in 1891. Its work is chiefly promoted by means of lectures, discussions, public meetings and publications. Examinations of those who attend the lectures are held, and Certificates granted to successful candidates as "kindergarten Teachers." The Society has issued a series of regulations for the use of Inspectors of kindergartens, in regard to premises, arrangements, staff, etc.

At a recent meeting of this Society, the Secretary of the Education Department presided, and stated that, "the Department had recognized the Certificate of the Society, for certain purposes in connection with Elementary Schools. The Society, (he stated), had done much to promote the happiness of children, and, without happiness, there could be no true education." At this meeting a Froebelian Syllabus was drafted for the use of elementary School Teachers.

The National Froebel Union is an examination body, supplementary to, and apparently acting in concert with, the Froebel Society. Its syllabus of examination is quite an extensive one, and covers a wide range of subjects. Periodical examinations are held by a representative Board at important centres, and Certificates granted accordingly. The life and labors of Froebel and Pestalozzi form distinct subjects of examinations, and success in answering questions in regard to them is considered to be very desirable in the granting of Certificates.

CHAPTER XI.—INDUSTRIAL EDUCATION IN CONTINENTAL EUROPE

This general subject opens up too wide a field for me to deal with in this Report. I shall, therefore, only refer to its progress in some of the smaller European States, so far as it reacts on English Schools, reserving the chief part of my remarks in regard to Germany to the latter part of Chapter XIII., where I deal with it, as affecting Industrial Education in England.

Industrial Education in Denmark.

One of the special reports published in the first volume of papers on Education by the English Education Department is on the recent educational progress in Denmark by Mr. J. S. Thornton.* In that report Mr. Thornton says :—

"Education there is, to some extent, private, rather than governmental, but of late years there has been a good deal of educational progress made."

Of the more practical and industrial type Mr. Thornton states that :—

"Scattered over the country parts of Denmark, often at some considerable distance from a railway station, are sixty-five adult boarding Schools, or residential Colleges, attended by students of the peasant, or yeoman, class for the most part. . . . The young men attend from November until March, or April, and the young women during May, June and July. . . . There are besides these sixty-five Peoples' High Schools, five Agricultural and two Horticultural Schools, on similar lines, as well as seven Schools which are partly high and partly agricultural Schools. At these seventy-nine Schools, about 6,000 men and women from humble homes receive instruction every year. . . . In most of the eighty-eight Technical Schools in the country towns, there are Evening Schools for those requiring technical instruction.

"Besides the elementary Schools there are Secondary and Latin schools. (These latter are of two kinds—Latin proper, and Real Schools), besides Continuation Schools," etc.

Mode of Teaching Drawing in Germany.

Sir Edmund Verney in his article in the *Nineteenth Century* for July, 1898, on "Rural Education," thus explains the method of teaching drawing in Germany :

"Drawing, by the lower standard, is encouraged with the best results. It is brought into every branch of study that is possible. In Botany the student draws leaves,

*There are other special Reports in that Volume relating to "House-wifery Schools . . . in Belgium, and to various other subjects of interest. I have only made brief extracts from this Volume by way of illustration, and comparison with the Schools of England on striking points. The Department has recently received two additional Volumes of these "Special Reports on Educational Subjects"—in all forty-one documents. In this respect the Department of Education in England is following in the footsteps of the United States Bureau of Education in Washington, which, for years, has issued a large number of suggestive Reports and papers of very great interest and value to educationists.

plants and flowers ; in Geography he draws maps and plans ; in Arithmetic he draws diagrams and divides them up ; in Geometry he draws designs ; in Object lessons he draws the objects studied, or he draws a collection of objects, all he can think of, relating to some one subject, or, for instance, the garden, the field, or the wood," etc.

Industrial Training in Saxony, and Further Developing Schools.

An interesting Report has recently been made by the United States Consul at Chemnitz upon the "further developing" Schools of Saxony. The wealth and industrial greatness of Saxony is shown by her success in competing in all parts of the world in textile tools and machines, a success no doubt largely due to her very complete System of Education. Notwithstanding that children are at present kept at school until fourteen, and that there are numerous industrial and higher Technical and Commercial Schools, attendance at the "further developing" Schools, either at certain hours in the early mornings, or on afternoons in each week, has now been made compulsory for the young people who have graduated in the Elementary Schools. Manufacturers, merchants, etc., are made responsible for the attendance of boys in their employment, and the lads take up subejcts of study, which have a special bearing on the trade in which they are engaged.

The Sloyd (Manual Training) Association in England.

Closely allied to the objects of the "Association for the Promotion of Technical and Secondary Education," are those of the "Sloyd Association." (Sloyd is an Anglicized Swedish word (slojd), signifying 'skill, or dexterity, of hand,' and sloeg, an adjective, meaning skilful, or dexterous, from which we get the English word 'sleight,' in sleight of hand.") In Sweden, the word may be applied to any system of instruction which aims at giving increasing dexterity of hand to children, as in the case of kindergarten Schools.

In England, the Sloyd Association was formed with a view to emphasize the necessity for manual training in schools, and to present for adoption in them of a simple and systematized plan of industrial, or manual, work, in the shape of useful articles called "models," in which "rounded work and the square work of the carpenter are duly alternated, and each model introduces . . . some new tool or fresh exercise. The chief tools used are the saw, the plane, the chisel, with the knife—the latter as the original and initial tool."

In 1895 the Scotch Education Department deputed Mr. J. Struthers, one of her Majesty's Inspectors of Schools, to inquire into and report upon the Sloyd system of Manual Training, as practised at Naas, near Gothenburg, in Sweden, where the system originated. His Report, published by the Scotch Education Department, is a most interesting and valuable document. The Education Department of Ireland has also taken evidence on the subject. The President of the Sloyd Association in England is the Hon. Lyulph Stanley, and the Treasurer, Sir John Lubbock.

CHAPTER XII.—MISCELLANEOUS MATTERS RELATING TO SCHOOLS.

There are a few features of the English School System to which I have not referred, but to which I shall do so briefly here :

Standards.—"There are seven standards in the English Elementary School "Code,' elaborated into a number of "Schedules."

Compulsory Education.—The 74th section of the Forster School Act of 1870 authorizes School Boards to make by-laws, requiring parents to cause their children of not less than five, or more than thirteen, years of age, to attend School for a prescribed period, unless there is some reasonable excuse for not doing so, under a penalty of a fine of five shillings for each offence. The same Act authorizes the School Board to enforce by-laws on the subject. The Act of 1876 provides for the appointment of a

local "school attendance committee" to deal chiefly with the cases of children employed in Factories, and known as 'half timers.' In case the Board, or the Local Attendance Committee, fail in their duty in this matter, the Education Department is authorized to practically deal with such cases.

Backward Children in Schools.—The Department has revised the system of dealing with very backward children in Schools, so as to have them separately and specially treated.

Feeble-Minded Children.—In 1897, the Department appointed a Committee to inquire into the existing system for the education of feeble-minded children, and to suggest improved plans.

Free Schools.—Under the operation of the Grant-in-aid, so as to do away with School fees, there were in 1897-98 in England and Wales 16,912 (out of 19,958) "free Schools" in England, "attended by 4,771,897 free scholars."

School Libraries.—There are only 933 School Libraries in England and Wales. But the Education Department has issued instructions to Inspectors to seek to promote their further establishment.

Commercial Education is felt in England to be a prime necessity. The official Code provides for it, under the head of Bookkeeping, Commercial Arithmetic, Geography, and History. In speaking of the necessity of a better system of Commercial Education, Sir John Gorst strongly urged those who had to do with this subject, viz., the County and Borough Councils, the School Boards, the Trustees of Endowed Schools, and of the great Charities, to sit down together at a sort of "Round Table Conference," when they would be able, in nearly every case, to arrive at a common solution of the difficulty, as it was now recognized that, in order to maintain British supremacy in Commerce and Trade, we must have a better system of Commercial Education."

In his speech, urging the establishment of the University of Birmingham, (as given in Chapter XIV.,) Mr. Chamberlain spoke strongly in favor of the institution in that University of a "Faculty of Commerce."

It was only quite recently that Mr. James Bryce, M.P., formally opened a School of Commerce, established by the City Council of Liverpool. He stated that it was now fifty years since there had been a complete elaborate institutions established in Germany, France and Belgium, for the purpose of giving a good commercial education. . . . The extreme complexity of modern commerce had made special knowledge on the subject a national necessity.

Education of Farmers' Sons.—This subject is attracting a good deal of attention in England and provision has been made in the Departmental Code for instruction in Agriculture, and also in Horticulture.

Industrial Schools.—School Boards are authorized to establish Local Industrial Schools, or to aid in their maintenance. They can also appoint officers to enforce by-laws in regard to the sending of children to these Schools.

Shorthand and Typewriting.—The "Code" prescribing a course of instruction in "Evening Continuation Schools," provides for the teaching of "shorthand." The London School Board have, in addition, introduced the subject of typewriting into the Schools of the metropolis, which has proved to be extremely popular, and already there are nearly two hundred of these machines in use, at a cost of from $50 to $60 each.

Savings Banks.—Since 1881, Savings Banks are a feature of social economics in the Public Elementary Schools of England. There are now in operation 1,306 of these Banks. Their introduction into the Elementary Schools was strongly pressed upon the attention of the local School Authorities by the Education Department, on the ground that they promoted thrifty habits. The Department very justly remarked on the subject that:—

"In mature years it is often found difficult to acqnire this knowledge, and still more difficult to apply it in practice. But, in a School much may be done to render its application easy to children. Simple lessons on money . . . on the relations of skill,

prudence, and knowledge to industrial success, and on the right ways of spending and saving, may be made very intelligent and interesting to the young.*

These promoters of local thrift and economy were introduced into Upper Canada thirteen years before the Education Department in England made a move in favour of their introduction into the Schools of that Country.

Corporal Punishment.—In consequence of complaints having been made to the Education Department of the infliction of Corporal Punishment in Schools by pupil Teachers, Assistants, and even Managers, the Department has issued an order, in the shape of a "Minute," directing that, wherever necessity arises for resorting to this sort of punishment, it must be administered by the Head Teacher only, and then, that the fact must be entered in the School Log Book.

School Premises.—The Education Department has issued a series of elaborate instructions in regard to the planning and fitting up of Public Elementary Schools and School Houses and Teachers' Residences.

Stone-throwing.—In 1875, and now again (in February, 1898), the Education Department has issued a Circular to School Managers "on the serious mischief that results from the pernicious practice of stone-throwing," which, in a recent case, resulted in the death, under most painful circumstances, of an experienced Engine Driver, who died in consequence of injuries caused by a stone thrown from a railway bridge which his train was passing. . . . Managers of Schools are therefore requested to caution children seriously against the practice of mischievous, or reckless, stone-throwing, and to point out to them the disastrous consequences that may ensue. . . .

The Department also states that "on previous occasions it had requested Managers to endeavour to check the practice of stone-throwing at telegraph wires, insulators, and Railway trains, as injury caused by such conduct renders boys liable to imprisonment, and, perhaps, flogging."

[I insert the substance of these official circulars because the reckless and dangerous practice of stone-throwing at trains and into private grounds, etc., is not at all confined to England.]

Nature of School Grants.—In a memorandum prepared by Mr. M. E. Sadler, (who is in charge of the Educational Library at Whitehall), he thus sums up what is being done financially by the Government to promote Technical, Commercial, and Industrial Education in England and Wales:—

"Grants of varying amounts, and in aid of different forms and grades of Industrial and Commercial education, are at present made by the State, through the following Departments:—The Treasury, the Education Department for England and Wales . . . the Department of Science and Art, the Board of Agriculture, and, in so far as they contribute towards the Industrial and Technical instruction given in special types of Colleges and Schools, by the India Office, the Admiralty, and the Home Office."

Naval and Military Training.—The training of naval cadets takes place at Dartmouth (Devon), on H.M.S. Britannia, and at Queen's Ferry, Scotland, on H.M.S. Caledonia; that of Officers of the mercantile marine on H.M.S. Worcester, near London, and Conway, near Liverpool.

By the courtesy of Captain A. G. Curzon Howe I obtained, (when visiting the Britannia), the course of study for cadets there. On its literary side it includes Algebra, English History, Natural Philosophy, Plane and Spherical Trigonometry, French, Drawing, etc. There is also a Naval College at Greenwich, in which a higher professional education is obtained. The Military Colleges are at Woolwich, Sandhurst, and Camberley (Staff)

*In the *Journal of Education for Upper Canada* of January, 1868, will be found an elaborate paper, prepared by Mr. (now the Honourable) N. Clarke Wallace, and an M.P. for the West Riding of York, on the system of School Savings Banks, then introduced into the Township of Vaughan by Lawrence Hill, Esq., LL.D., President of the "Cent Savings Bank" of that Township. Mr. Wallace, in reply to my inquiries on the subject, said: "I wrote to the then (1868) Finance Minister, the Hon. (afterwards Sir) John Rose, and he adopted our system of Savings Banks, with the exception that he made the Post Masters the Agents, instead of the School Teachers. As our system was (in this form) adopted by the Government, we dropped out and wound up our Bank."

CHAPTER XIII.—OUTLOOK OF VOLUNTARY SCHOOLS IN ENGLAND.

Like all matters of national concern in Europe, under the control of the Government, the details in such matters are elaborated with unusual minuteness and care. So it is with the system of Popular Education in England. It would seem that every conceivable subject which could be made practically available in furthering the education of youths, so as to fit boys and girls for their after life, and thus shape the destiny of those who have to earn their bread by industry, or skill, have been provided for in the various yearly "Codes" prescribed by the Lords' Committee of the Privy Council on Education. This is the paternal, and, doubtless, the wise and careful, side of Government control, in such matters of public concern, as the education of the people.

Looking carefully into the structure of the System of Public Instruction in England, with its varied and complicated parts, and its management by the Education Department, a person from a self-governing Colony of acknowledged status and experience, like ours, cannot but be impressed with the fact that, notwithstanding its elaborateness of detail, and its apparent completeness, there are elements of weakness in its administrative machinery, as pointed out, in a previous Chapter by Sir John Gorst and the Duke of Devonshire. There are also evidences, adduced by other parties, of the coming disintegration of its parts, or, what is better, their consolidation, as pointed out in the conclusion of the last Chapter of this Report.

Whether it is that the actual business of carrying on the work of Education in England is controlled by too many persons, (who, while they may have a common incentive in the work, have no common bond of union in it, but rather are antagonistic to each other). the Government may, for these reasons, maintain a vigilant, is not rigid, oversight (in matters of detail), over the proceedings of local School Managers. For, it is a fact that no loans can be contracted, even by a School Board, or a School Site "appropriated," as provided by Statute, without the assent of the Education Department. So also the plans for the erection of School Buildings, and the arrangement of premises, as well as variations of the Code, require the approval of the Department, before being acted upon.

(In a note attached to the Building Regulation it is stated that: "School planning is the science of thoroughly adapting every part of a building, even the minutest detail, to the work of School teaching. Convenience of plan, suitable lighting, proper sub-division into classes and thorough ventilation, with warmth, but without draughts, are its leading essentials.")

Even the form of Agreement between the Managers of a Board, or a Voluntary School and a Teacher and his Surety are prescribed by the Department, and it is authoritatively stated that "no departure from this form is allowed."

Effect of a Restrictive Policy in School Administration.

These restrictive regulations may be wise and salutary, as being merely precautionary, but they interfere directly with that freedom of choice and action which is inseparable from the sense of responsibility which properly attaches to all persons who are entrusted with the local administration of public affairs. This principle of personal and official freedom, coupled with personal and official responsibility, in such matters, is recognized as an essential one in legislation in all free-governing communities, especially in Canada and the United States.

Considering what has been the practical effect on the future of the Voluntary Schools of the recent financial legislation in their favour, I have been led to believe that a change is impending in the future, which will affect the stability if not permanance, of the present dual system of managing Elementary Schools in England, What has led me to this conclusion will, I think, be apparent to others, after I shall have pointed out what have been the various steps which have led up to the present state of things.

For many years after the passing of the Forster School Act of 1870, (which was then considered in the nature of a "compromise," the terms of which have not, as is now alleged, been observed), there has been more, or less, jealousy and friction between the Voluntary and Board Schools.

The great effort of the Education Department has been to induce the parties concerned to provide sufficient accommodation in the various localities for the numbers of children of school age resident therein. In this the Department has been at length successful.

"Fabric Circular, 321" of 1893, on Improvement in Elementary School Houses.

In 1897, the number of children of the school ages of from five to fourteen years was 7,924,128. Up to August in that year, the seating accommodation which had been provided in Board and Voluntary Schools, as reported by the Inspectors, was sufficient for 6,220,158 of these children, while 5,507,039 of them were reported to be on the School Registers, with an average attendance of 4,488,543.

Up to 1892, the pressure brought to bear on School Managers by Her Majesty's Inspectors of Schools to induce them to improve the condition of the school premises was slight. and somewhat desultory. In 1893, however, the Committee of Council on Education addressed to the Inspectors of Schools the somewhat notable "Fabric Circular, 321," in which it was stated that its object was to obtain:—"A fuller and more detailed statement" than the Inspectors' Reports had hitherto contained, "with reference to the condition as regards School Buildings and apparatus of each of the Schools in England and Wales."

In ordinary cases the Inspectors were directed "to press for an immediate alteration," but in the case of "any serious defect in the convenience of the School for teaching purposes, or in regard to its sanitation," it was to be specially reported on to the Managers of the School concerned, and to "the Education Department, with a view to its immediate removal."

At first, the issue of this Circular excited strong opposition, as well as a good deal of feeling, and appeals were made to the Department to relax the strictness of its terms, as to the improvements required in the Schools and their accessories, with a view to better fit them for the purposes of teaching. Reasonable time was given in special cases; and, as stated by Committee of Council in their Report for 1896-97, "Large sums of money have been raised, and, with comparatively few exceptions, the demands which it has been our duty to make have been readily met. As a result, we have the satisfaction of reporting that the condition of the School Buildings has never been so good as it is at the present time."

In 1896, at a meeting over which he presided, the Secretary of the Education Department, (Sir George Kekewich), mentioned several of the reasons which had led the Department thus to inquire into the actual condition of the School Buildings and their surroundings. He also referred to the wonderfully beneficial effects of the issue of the Fabric Circular, 321, as follows:—

"What has been the result of the issue of that Circular? We have had a wonderful 'object lesson.' No doubt some few buildings have perished in the storm. But I think all of these had reached a ripe old age, if not, indeed, decrepitude. That Circular brought out the strong educational feeling of the Nation, and, to an unprecedented degree, the latent energies of all interested in education; it destroyed apathy, and led men to support their opinions by their pockets. Enormous sums were contributed to put the Schools in a sanitary and efficient condition. . ."

The Reactionary Effect of the Effort to Improve the School Accommodation.

"The strong educational feeling of the nation," thus justly eulogized, which prompted the generous response on the part of parents to put the Schools for their children in a condition which would add to their comfort and convenience, and would not, as formerly,

imperil their health, was indeed most gratifying to all parties concerned. After a time, however, their came a financial reaction; and, owing to an accumulation of debts, caused by the outlay for buildings and repairs, great difficulty was experienced by the Managers of Voluntary Schools in collecting the required quota, as one of the conditions of receiving the Parliamentary Grant. Strong pressure was, therefore, brought to bear upon the Government to induce it to loosen the purse strings of the nation, and to give these Schools a sufficient sum to enable the Managers to keep them up to the required standard of efficiency.

Although, through the courtesy of Messieurs Sadler and Morant, I have received from the Library of the English Education Department, in London, a good deal of official information, yet it has been more from private sources that I have obtained such a statement of facts and explanations thereof, which I have been enabled to use, but which are not given in the official publications of the Department. As to the share in the burden which has been borne by Voluntary Schools, in regard to the expense of School Sites and School Buildings, I have been furnished with some special information, which I have condensed as follows:—

The Rev. J. S. Browrigg, M.A., Secretary of the Church of England National School Society, informs me that "the cost of the buildings of the Church of England Elementary Schools since 1870 was £7,776,085. This sum does not include the value of School Sites, nor of the numerous Schools built by individual owners of property. The cost of improving the condition of the Church of England Schools, in terms of the 'Fabric Circular, 321,' was £131,976 in the year 1894."

In a Letter, in reply to mine, from the Rev. Dr. Waller, Secretary of the Wesleyan Committee on Education, he states that "the great 'Fabric Circular, 321,' involved the Wesleyan Connection in an expenditure of more than £63,000, which money had to be provided by the Trustees and others interested in the maintenance of Voluntary Wesleyan Schools. As you are doubtless aware, (he said) the supporters of Voluntary Schools have had to carry out all structural alterations in their School premises entirely at their own cost, and it is estimated that from 1870 . . . (up to the time of the issue of the Fabric Circular, 321), no less a sum than £7,000,000 had been spent on the erection, enlargement or improvement of Voluntary Schools generally, and that, too, without any Government aid in so doing." The proportion of the expenditure of the Wesleyan Church in the same time, and for a like period, was £604,626.

Success of the Voluntary Schools Appeal to the Government in 1897.

After the effort to meet the requirements of the "Fabric Circular 321" had largely drained the resources of the Voluntary Schools—for which, in some cases, loans had to be made—urgent appeals were made to the Government for a Special Grant to these Voluntary Schools, so as to enable the Managers to maintain them efficiently. A deputation of the two Archbishops, twenty-seven Bishops and other persons presented a Memorial to Lord Salisbury on the subject. The Roman Catholic Hierarchy also sent a strongly-worded statement to the Government on the subject, setting forth their claims.

The decision of the Government, in regard to the various appeals thus made to it, was communicated to Lord Cranbourne, in 1895, by the Right Hon. Arthur J. Balfour, First Lord of the Treasury. He said:—"I will take care that the views which, on behalf of many Members of the House of Commons, you have communicated to me, respecting the position of Voluntary Schools are laid before my Colleagues, I am extremely anxious that something effectual should be done to relieve the almost intolerable strain to which these Schools are now subjected, and this is, I believe, the general wish of the party and of the Government."

These memorable words of Mr. Balfour: "the intolerable strain," gave rise to a pro longed agitation on the part of opponents to Voluntary Denominational Schools, and which is not yet ended, as these words were regarded as a key to the policy of the Government to maintain Voluntary Schools as a permanent part of the Educational System of the Country.

True to the promise made by Mr. Balfour, a Bill was introduced into the House of Commons by the Government in 1896. It met with strong opposition in the House and in the Country, on the ground that it violated in many respects, the terms of the government and local dual system of school support embodied in the "compromise" contained in the Forster Act of 1870. The Bill was, in consequence, withdrawn.

In February, 1897, however, a modified Bill was brought into the House of Commons by Mr. Balfour, which met with opposition, which was strongly resisted by the Government, and the Bill passed, as introduced. It provided for an average additional grant of five shillings per pupil in average attendance at Voluntary Schools, amounting in the aggregate to £617,000. It also exempted Voluntary School Premises from taxation, and repealed the financial limit of 17s 6d per child attending Board and Voluntary Schools—beyond which amount Parliamentary grants were not to be made to any School. As a set-off to this special grant to Voluntary Schools, and as a compromise, one of a much less amount was made to the Board Schools, viz, one shilling per child in average attendance, or £110,000. The conditions imposed by this grant-in-aid Act of 1897—that no part of the grant itself should be applied to the payment of debts, or of loans contracted to effect repairs and improvements in consequence of the "Fabric Circular 321." This Departmental decision greatly disappointed the Managers and supporters of Voluntary Schools. The purposes for which the grant-in-aid was made to Voluntary Schools are thus specified. 1. Improvement of teaching power; 2. Improvement of school equipment; 3. Making adequate provision for the maintainance of due efficiency.

Mr. Balfour's Defence of the Grant-in-Aid to Voluntary Schools.

The disappointment felt by the supporters of Voluntary Schools at the restrictions imposed upon them, in the application of this grant-in-aid, increased the feeling against the Government, as it revealed to the opponents of Voluntary Schools what were the claims and expectations of the Managers of these Schools. Early in 1898, Mr. Balfour thus defended himself and the policy of the Government in making this grant-in-aid to Voluntary Schools. He said:—

Last Session (of Parliament) was signalized by the passage of a Bill [for the relief of Voluntary Schools], for which I have never attempted . . . to claim too much, but which I verily believe will do a great deal to mitigate the strain that our system has put on Voluntary Schools, and will have effects, as I think, in favour of the system of Religious Education, even more far-reaching than may, perhaps, appear on the face of the Bill itself. I do not claim that, after the passage of this Bill, or, by the passage of this Bill, our system of Elementary Education has been made as clear, coherent, and logical, as are, at this moment, the two widely different systems which prevail in Scotland on the one hand and in Ireland on the other. The history and the development of Elementary Education in England render these clear-cut solutions, in my judgment, almost beyond the power of practical statesmanship, at all events in the immediate future. No attempt, therefore, was made by the Government to carry out, or to attain, any such impossible ideal. We contented ourselves with a measure, which, as we thought, would have the double effect of relieving the pecuniary strain on our Voluntary Schools, and, at the same time, provide an organization by which all those who are interested in the Voluntary System of primary education might have their hands strengthened, not merely in the present, but also in the future. We have succeeded almost beyond my expectations. I do not deny . . . that the experiment of inventing and setting up an entirely new machinery, such as that of the Voluntary Associations, was an experiment . . . of so bold a character that no prophet could venture with absolute assurance to say that this machinery would carry out the intention of its inventors. It has carried out this intention. I sent to inquire a few days ago of the Education Office, and to ask exactly how the matter stood now, with regard to the inclusion in these Associations of the Voluntary Schools of the Country, and they have sent me the following figures, which I think you will admit are of the most satisfactory character. There are in England about 14,000 Voluntary Schools. Of these 14,000, only 250 at the present time are not included in one of the

Voluntary Associations [*i.e* Associations of Voluntary Schools] that have been formed under the Bill of last Session Of those 250, 170 schools are not in need of any further public aid, and, for that reason, have not joined ; 40 have good reasons, in the opinion of the Education Department, why they should not join ; and there remain, therefore, of the whole 14,000 Voluntary Schools now in existence 40 schools, and 40 schools alone, the Managers of which have not thrown in their lot with the new system . . . devised and formulated in the Act of last Session."

Mr. Balfour further stated his belief that this new scheme of Associations of Voluntary Schools would tend to the perpetuation of these Schools, for as he said :—

"These new Associations are not confined, and cannot be confined, to merely advising the Education Department as to the division of the grant which is assigned to them. No ; having brought the Managers, both lay and clerical, together in those bodies, all aiming at one object, all concerned in one great cause, it is quite impossible but that the object shall be better attained, that cause better supported by a co-operation, which would never have taken place had these Associations not been called into being by an Act of the Legislature."

As may have been expected, this bold declaration of the object of the Government, in creating these Associations, has intensified the feeling of strong opposition to their continuance as a part of the system of Public Elementary Education in England.

Unlooked for Effect of the Voluntary Schools Grant of 1897.

The grant itself, though most opportune and a great relief in enabling Managers of the Voluntary Schools to maintain them efficiently for the time, had nevertheless a most serious effect on the income of these Schools from voluntary subscriptions. This fact has recently impressed itself strongly upon the supporters and upholders of the Voluntary School system. Among the first to sound the note of warning on this subject has been Dr. Temple, the Archbishop of Canterbury, President of the National School Society. In an address delivered on the 13th of last May, before the Upper House of Convocation of the Church of England, he said :

"There was one thing which the Bishops must pay particular attention to, and that was that a real danger existed that the one result of the grant-in-aid which had been made would be a diminution of subscriptions. He felt confident that it would be impossible to maintain the position which the Church now held in regard to religious instruction if Churchmen were no longer willing to support the Schools of the Church as they had hitherto done. . . . The amount of support that was obtained had been found to be insufficient, and the grant-in-aid had been made to meet this insufficiency, but it would not long be possible to maintain the Church Schools, as the result of the grant was, that the support which had been received in the past from Churchmen was to be withdrawn. For, as he subsequently stated at the Annual Meeting of the National Society : "There was naturally a tendency to consider that the aid grant was to take the place of the voluntary subscriptions. This was never intended, and they could not maintain their Schools if such a result was to follow." . . . It would not, he thought, be possible very long to maintain religious instruction in the Board Schools themselves if the Voluntary Church Schools had to be surrendered. . . . "As regarded the general working of the grant-in-aid it would be necessary that they should contemplate the payment of higher salaries to some of the better Masters. There was a danger, if they allowed the Board Schools to give such very big salaries as they did, that the Voluntary Schools, as compared with the Board Schools, would be constantly falling behind. . . It was for Churchmen to look to themselves that they did not lose the position they had won, by their neglect to do what they could for the maintenance of the Voluntary Schools."

"The Bishop of Hereford said that he had found that a great many people in the Country did not realise the extent to which additional subscriptions were required for the Voluntary Schools. There wers two great dangers at the present time to Voluntary Schools. One was the danger of impoverishment, and the other was what seemed to be

the growing dissatisfaction on the part of many of the Teachers.* . . . The people had not realized as a whole the duty of subscribing to the Voluntary Schools, if they really wished to maintain them. That point could not be too strongly pressed upon the people at large."

Unexpected Falling Off of Subscriptions to Voluntary Schools.

These notes of warning have been re-echoed at a ruri-decanal Meeting lately held in the County of Devon. The principal speaker at that meeting said :—

"If they were to maintain the religious education given by the Church in her Schools, they wanted money, money, money. And there was a particular reason why, at the present moment, the Churchmen of England should be stirred up to face this point. They had just had given to them what was called the grant-in aid, and there was very great fear, a fear which had just been voiced by no less an authority than the Archbishop of Canterbury, that it had entered into the minds of Churchmen that the grant-in-aid freed them from the responsibility of contributing to their National Schools. There could not be a greater mistake. That grant-in-aid was fettered by a great many conditions, which made it altogether not so useful, as they hoped it might be. . . . The stipends paid in many Church of England Schools were thoroughly and entirely inadequate. That was not the fault of the School Managers. or of the Clergy. It was the fault of the penuriousness of the laity of the Church of England, who did not recognize, and never had recognized, their responsibilities with regard to the religious education of England. . . . The ordinary layman went to Church and, perhaps, enjoyed the services, and at the end put a three-penny-bit in the offertory, but he never went into the National School and knew nothing of the patient, hard, grinding work done by the Clergy and Teachers to maintain those Schools, and keep them going practically."

"The Northern Counties Voluntary Schools Protective Association," in its "Proposals as to Financial Aid," issued under the Presidency of Dean Maclure, of Manchester, in October, 1896, (when the National Schools were in sore need of subscriptions and before the grant-in-aid was made), thus points out the apathy of the laity of the Church of England in the support of her Schools :—

"There may still be some who pin their faith upon the resource of Voluntary Subscriptions. To test its hopefulness, take the case of Liverpool, where subscriptions are not much over one-half the average for England and Wales—(being £20,000). The same people pay the larger portion of the School Board Precept (rates). . . . A simple calculation will show that those who rely on subscriptions to enable the Liverpool Voluntary Schools to hold their own, must expect the friends of such schools to find, . . a sum which, inclusive of their share of the education rate, will exceed £125,000.

"As a second illustration, a comparison of Lancashire with London may be instructive. They are not far from equal in population . . . London teaches less than thirty per cent. of her children in Voluntary Schools; Lancashire teaches over eighty per cent. . . . Our friends in London are, however, face to face with an aggressive Board, . . . but their practically stationary attitude, in contrast with the rapid strides of the School Board, suggests that the ultimate issue is scarcely doubtful. . . .

"Analysis applied to other Counties and Towns in the North, yield similar results; at all events, it is safe to say, that no large addition to the subscriptions now paid in our large urban districts can be looked for." . . .

Such statements, as the foregoing, and those of the Devon meeting, in regard to the falling off of subscriptions to the Church of England Voluntary Schools, are borne out by the two Organizing Secretaries of the Church of England National Society, who have practically the charge of the Society's educational work in the two Districts, into which

* This dissatisfaction was largely due to the fact that the Teachers of Church Schools were generally employed in Parish work, while their salaries were lower, as a rule, than were those of the Teachers in the Board Schools.

England is, for School purposes, divided. The Rev. C. H. Burrell, Organizing Secretary of this same Northern Division, in his Report to the National Society, says :—

"With regard to the support given to the Society in the North . . . there are still far too many parishes which, though they have received grants from us, seem unwilling, or unmindful, to do anything in the way of subscriptions, or collections, in return. Some hundreds of appeals which I have made . . . still remain unanswered. New subscriptions are very difficult to get"

The Rev. F. I. Chandler, of the Southern District, in the National Society Report for 1897. says :—

"I am sorry still to see that the number of grantee parishes, (those receiving school aid from the Society,) which have never given an offertory to the Society, in return for help, is larger than the total number of Churches contributing to the Schools during the year. . . .

"We are still some way off that much-to be-desired hour, when no earnest Churchman will be content to be without a School in his parish."

Quite recently the Education Department gave warning to the authorities of the Church of England School at Arundel that the accommodation for pupils was inadequate, and that the Schools must be rebuilt and enlarged, or make way for the School Board. In consequence of this intimation, efforts were made to raise the funds necessary for this purpose, but so far without success.

The Bishop of Liverpool, at the last meeting of the Diocesan Board of Education, said, that :—

"The whole question of education was rather in a critical condition at the present season. Whether another year would put them in a better condition remained to be seen. The Church of England Schools were heavily met by the continual support given to the Board Schools. As long as they had Board Schools so liberally supported as they were there, and so well conducted, they must not be surprised if they found such a deficiency as they had at the present moment."

The grant-in-aid to Voluntary Schools, as made under the Voluntary Schools Act of 1897 has thus had, as so forcibly stated by the President of the National School Society and other representative men, a paralyzing effect on the liberality of the Church of England laity, in support of these Schools. The violation of the actual terms of the compromises in the Forster act of 1870—one of which was that "all elementary schools were to be maintained, half out of local sources, and half out of money provided by the State, in the shape of a Government grant"—has been relaxed, and has, therefore, given fresh vigour to the latent opposition, which has long been felt to Denominational Schools as part of the Public School system of England—the grant-in-aid now made is quite in excess of the conditional "one-half" to be furnished by the Government, and may, in the future, as feared by the opponents of Voluntary Schools, be definitely increased.

It has been felt, as expressed by more than one speaker on the subject in England, friendly to Voluntary Schools, that, in making the grant-in-aid to Voluntary Schools :—

"The first thing that has happened is, what we always said would happen, a falling off of subscriptions. It has been, and will be more and more, I believe, a Bill, not for the promotion of education, but for the relief of subscribers."

Proposed Plan of Relief.—The State to Furnish Teachers.

At a Diocesan Conference held at Oxford in July, 1898, the present condition of the Voluntary Schools was discussed, and it was stated by Mr. C. A. Cripps, M.P., that an imperative change was necessary in the matter of the teaching staff. He said :—

He did not think they could speak too highly of the self-denial in some cases and of the energy and enthusiasm in almost all of the Teachers who were connected with their Voluntary Schools. But they must deal in the long run with the average of human nature ; and if they were bound to pay the Teachers in their Voluntary and Denomina-

tional Schools a smaller salary than their more fortunate brethren of the Board Schools —where the ratepayer had what had been called his bottomless purse—in the long run they were likely to have a less efficient staff of Teachers in their Voluntary and denominational Schools; and if they wanted an equality of education they must have equality of teaching power and teaching staff.

The Schools of this Country, whether Voluntary or Board, ought to be provided at the national expense with a similar class of Teachers, similarly trained, similarly efficient, similar in quantity to the number of pupils they had to teach.

Mr. Cripp, in order to put on record this latter suggestion, moved the following Resolution, which was carried :—

"That this Conference is of opinion that the State should provide an adequate staff of Teachers for all Elementary Schools, in order to ensure an equally efficient education for the children in all Schools, whether Denominational, or not; and that, in fixing the adequacy of such staff, the limitation between Elementary and Secondary Education, should be further defined."

This scheme is, however, regarded as but the thin end of the wedge, or as the first instalment of a plan to have Parliament practically assume the entire charge of the maintenance of the Voluntary Schools—by grant and by local rate—a scheme which has many strong advocates, but few real friends.

It is, nevertheless, a hopeful sign of the future of a scheme of truly National Education in England, to find among the supporters of Voluntary Schools so influential and important a Body as the Wesleyan Conference expressing itself definitely in favour of a homogeneous system of popular education in England.

On this subject the Rev. Dr. Waller has written to me as follows:

"With regard to the views of the Wesleyan Conference on the subject of Public Education, I may say that it has repeatedly declared that the primary object of Methodist policy in the matter of elementary education is the establishment of Board Schools everywhere, acting in sufficient area, and the placing of a Christian unsectarian School within reasonable distance of every family.

"With regard to the question of State aid for Voluntary Schools . . . the Wesleyan Conference has declared, 'that there should be no increased grant of public funds, whether from local rates, or from the Imperial taxes, to Denominational Schools, unless the increased grant is accompanied by adequate and representative public management.'"

MOVEMENT IN THE HOUSE OF COMMONS TOWARDS A HOMOGENEOUS SYSTEM OF SCHOOLS.

During the last Session of Parliament, the substance of these declarations of the Wesleyan Conference was submitted in the form of a resolution to the House of Commons by Mr. D. Lloyd-George, as follows:

"That in the opinion of this House it is essential to a just and efficient system of national education that there should be within reach of every child in England and Wales a popular Elementary School, under local representative management, and that there should also be provided increased facilities for the training of Teachers in Colleges, free from sectarian control."

In discussing this motion, Sir John Gorst, who is Vice-President of the Committee of Council on Education, expressed the opinion:

"That unless some plan is invented by which the ratepayers in Towns and urban districts are empowered, if they choose, to support Voluntary Schools out of the rates, a very large number of them must disappear."

Subsequently, at the dedication, by the Bishop of London, of the St. Stephen's School, Paddington, in November, 1898, Sir John Gorst predicted the possible perpetuity of the System of Voluntary Schools in England, and said:

" . . . The law had deliberately established in this country a double system of elementary education," . . . and that, while the State had moulded two systems of management, it had not arranged that one of these systems should have adequate funds wherewith to discharge the duties which it undertook, and the friends of education could promote the cases in no better way than by arranging for the removal of the disabilities under which the managers of Voluntary Schools now lay.

He did not say this in the interests of Voluntary Schools. . . . He commended to their consideration the fact, that Voluntary Schools would continue to exist. Nobody could kill them : nobody could destroy them ; and they would continue for all their lives, and perhaps for many generations to come. It was, therefore, to the interest of the people of this country, to the interest of the parents, to insist that there should be some plan devised by which the Voluntary School Managers should have adequate funds by which they could give as good a secular education as that given in Board Schools."

Sir Wm. Harcourt took strong ground against the dual system of education in England, but he hoped that the declarations made by the Minister as to the fundamental deficiencies of national education might sink into the heart, not only of the House of Commons, but of the people of the Country, so as to give that impetus and support to the Government of the day to enable them to set to work on a task, which he believed to be of the most supreme importance to the future of this Country."

The ex-President of the Wesleyan Conference of 1897, forcasting the educationa future of the school question in England, said :

" While many desire one uniform system for the whole Nation, the force of circumstances makes it probable that the dual system . . . will continue for some time to come. . . . It may be that they can be brought into more harmonious relations and co-operate more effectually for the common good. The cry for popular representative control in proportion to the support derived from the payers of rates, or taxes, is so simple, so just, so reasonable, and is taking such hold of public opinion that the principle bids fair to extend and prevail."

Organized Opposition to Voluntary Denominational Schools.

Although the Voluntary Schools Act of 1897 was considered to be a great boon by the supporters of these Schools, yet, in some respects, it aroused a stronger opposition in the public mind to such an endorsement by Parliament of the principle of private Denominational Schools, as opposed to that of the national system of Board Schools under local public control. That the strength of this opposition was lessened, it is true, by the passage of a corresponding Act at the same Session of Parliament, providing for a special extension of the Parliamentary Grant to Board Schools. In 1897, this extra grant was made. At the annual Meeting of the National Education Association, held on the 15th of February, 1898, the Report presented stated, that the Voluntary School Grant, under the new Act of 1897, was at the rate of five shillings per child of average attendance, (or £617,000 in the aggregate), and that the increased special grant under the Board School Act of the same year was one shilling per child of average attendance, or £110,000 in all.

Among the many reasons which have been urged by educational reformers in England " why Voluntary (denominational) Schools should cease to be supported by a Parliamentary Grant ", there are two which seem to me to embody the substance of the whole popular argument in England against these Schools. They are :—

(1) The " perversion " of State funds, voted by Parliament to aid in the propagation of purely Denominational views and opinions, under the guise of promoting education.

(2) The utter absence of official local control in the management of these Voluntary Schools by the public.

Among the active opponents of these Voluntary (denominational) Schools is the National Education Association of London, under the Presidency of Lord Battersea. Through its Emergency Committee, this Association has issued a number of pamphlets and about a hundred fly-sheets, containing strong and vigorous arguments, from the

national school standpoint, against Voluntary (denominational) Schools. The most interesting and striking of these pamphlets are : "The Education Crisis : A Defence of Popular Management of Public Education," "The Inherent Defects of Voluntary Schools," "The Advantage of the School Board System," etc.

NOTE.—On page 41, a striking example is given of the inferior quality of the education given in the London Voluntary Schools, as evidenced at a recent County Scholarship Examination.

ACTIVE MOVEMENT TO PROMOTE A PUBLIC GENERAL SYSTEM OF POPULAR EDUCATION.

I have thus given the views of prominent public men who fully represent the various opinions prevalent in England on educational matters. Several organizations exist which are pledged to promote in every way the projected reform indicated, and either to abolish the dual system altogether, or to insist on a local representation of ratepayers on all Voluntary School Boards receiving a portion of the Parliamentary grant.

The most important of these organizations is the "National Education Association," of which the Right Honourable A. J. Mundella was President for nine years, and until his death last summer. In the Report of this Association for 1897, (which I greatly condense), it is stated that :

"The reactionary educational policy . . . (indicated by the school legislation of 1897)—led to proposals for united action in various quarters among Societies . . . friendly to a publicly-managed and undenominational system of Schools ; (viz., the Birmingham and Midland League, the Northern Counties' League, and that of the 'Free Churches League.' . . A conference of the Association and these Leagues was held last summer, and a series of Resolutions was agreed to. Among them were the two following :

"(1) That . . the establishment of School Boards should be extended by Parliament over the whole Country.

"(3) That School Boards should have the management of all Public Elementary Schools within their area, the management to cover the appointment of Teachers."

With a view to combined action the Executive Committee urge that a vigorous campaign be inaugurated on the ground :

"That the serious aggressions upon the School Board system and the unjust discrimination in favour of sectarianism embodied in the legislation of last Session, make the diffusion of sound principles more necessary than ever."

All friends of education are urged to demand "not only the repeal of the reactionary legislation, but also a considerable step forward in the direction of universal School Boards, with unsectarian Schools under their management, and within the reach of all."

CHAPTER XIV.—THE UNIVERSITY EXTENSION MOVEMENT IN ENGLAND.

Of late years there has been a strong desire, largely in commercial circles, for an extension of university privileges to the larger progressive Cities and Towns in England.

In an official Report on University Colleges, receiving grants from the Imperial Parliament, published in 1897, a resumé of progress in the direction of Colleges is thus given :—

"The University Colleges of Great Britain are a remarkable development, and have become a very important part of the educational life and system of the Country; University College and King's College, in London, were founded early in the century ; Owens College, at Manchester, will soon reach its jubilee ; Bedford College is a little older ; but the others have all grown up within the last twenty, or twenty-five, years. . . . They represent a total capital expenditure . . . of nearly two millions (£2,000,000) of money, and an annual expenditure of £155,487. . . . They are supplying education to a total of

pupils—men and women—in arts and sciences, including Training College students, which approaches to some six thousand (6,000) and in all departments, including Medical, Engineering and Technical students, to some twelve thousand (12,000)." . . . .

"It may be noted that the rise and prosperity of these Colleges . . . has not been brought about at the expense of previously existing Universities. On the contrary, we find that most of these Colleges are largely manned by Professors drawn from the older Universities, and that there is a frequent interchange of Teachers between the two sets of Institutions. . . .

Names of the Local University Colleges in England.

The Colleges inspected, and on which reports are given in this Parliamentary Return, are the following:

1. *University College*, London, founded in 1828—"A place of learning of some considerable prestige and tradition. . . . It has "been, in a sense the pioneer and model of the University Colleges throughout the country."

2. *King's College*, London, founded by Royal Charter, in 1828. . . . In 1882, the Charter was enlarged with a view to enable the College to educate women.

3. *Bedford College*, London, founded in 1849 as a College for adult women.

4. *Owen's College*, Manchester, founded in 1841. It is one of the three local Colleges which constitute the Victoria University.

5. *University College*, Liverpool, founded in 1878, is the second of the three Colleges of Victoria University.

6. *The Yorkshire College*, Leeds, founded in 1874, is the third of the Colleges of Victoria University.

7. *Mason College*, Birmingham, founded in 1875, and which it is proposed to erect into the Birmingham University. (See next page).

8. *University College*, Bristol, founded in 1876, "for the education of persons of both sexes."

9. *The Durham College of Science*, Newcastle-upon-Tyne, commenced in 1871, and maintained by the University of Durham.

10. *University College*, Nottingham, mainly founded and supported by the Corporation of Nottingham and affiliated with the Universities of Oxford and Cambridge.

11. *Frith College*, Sheffield, founded by Mark Frith, in 1879. It prepares Students for the University of London.

12. *University Extension College*, Reading, founded 1892, and is an amalgamation of the local Schools of Science and Art in Reading, in connection with Oxford University.

13. *Technical and University Extension College*, Exeter, founded in its present form in 1893. It is also an amalgamation of the Schools of Science and Art in Exeter. It will likely be connected with Cambridge University.

Various Universities in England.

To these University Colleges might be added the ones recently founded in Oxford and Cambridge, viz.:—Keble, Mansfield and Manchester, in Oxford; also Lady Margaret, St. Hilda and St. Hugh and Ruskin's Halls, and Towerville College, in Oxford; and Girton and Newnham Colleges in Cambridge, etc.

In addition to the Universities of Oxford and Cambridge, there are also the following recognized Universities in England:—

1. The University of Durham, founded in 1893.

2. The University of London, founded in 1836. It is now proposed to make this a Teaching University, instead of being, as it is now, an "Examining University."

3. The Victoria University, of Manchester, founded in 1880.

4. University of Wales, founded in 1893.

The Proposed University of Birmingham.

It has also been proposed to erect Mason College in Birmingham into a Teaching University. In advocating this change, the Right Honourable Joseph Chamberlain, Member for Birmingham, said:—

"There was a time, no doubt, when members of the older Universities, and men who were altogether independent of them, believed that the multiplication of Universities would injure education, and that it would lead, in a certain sense, to the degradation and lowering of the value of the Degrees which Universities conferred. But very much has happened in the last twenty years; and he could scarcely imagine any reasonable man arguing in that strain now. . . . What did they mean by a University? What new Institution was it they desired to place in Birmingham? They meant, he took it, a great School of Universal Instruction, not confined to any particular branch of knowledge, but taking all knowledge as its province, and arranging regular courses of complete instruction in all the great branches of information.

University Examples in Germany and Scotland Cited.

"But, if they went outside England, the argument was greatly strengthened. They looked to Germany for an example, and as a model of everything in the way of educational organization and progress. Education was 'made in Germany.' The population there was 46,000,000, and it had 21 Universities. Their own sister Kingdom of Scotland, with 4,000,000, had four Universities. England and Wales, with nearly 30,000,000, had only six Universities. Birmingham and the surrounding district was the only great centre in England which has not been provided with a University. Liverpool, Manchester, Leeds have the Victoria University. Newcastle is closely connected with Durham. Wales has its own University, and London has a University also.

"We could not imitate Oxford and Cambridge if we would, and we would not if we could. The older Universities supply a want of their own, and they offered associations, traditions and conditions which we could not emulate. If anything were to happen to them, they would leave an incalculable gap in all that is interesting and picturesque in English life and history.

"There is no doubt whatever, from the experience of such Universities, as those to which I have referred, that to place them in the middle of a great industrial and manufacturing population is to do something to leaven the whole mass to higher aims and higher intellectual ambitions than would otherwise be possible for people engaged entirely in trading and commercial pursuits."

Other than the Learned Professions Knocking at the University Gate.

In his recent inaugural speech as Lord Rector of St. Andrew's University, Mr. James Stuart, M.P., in very striking language, called attention to the new demands on Universities for a far wider range of studies than those now taught in them. He said:—

"Since Universities were founded, other callings had arisen besides those of what used to be known as the 'learned professions'? Engineering had almost won its way into their University System. The Professor of Teaching had a claim to University recognition. These were two great branches of human knowledge knocking at the gate of the Universities, and offering precisely the same plea for acceptance as the professions of Medicine, Law and Theology did 800 years ago. If the Universities were not to be left behind, they must respond to that knocking at the gate; they must remember the demand that called them into being. But the professions of the Engineer and of the

Teacher were only two of the many callings of mankind which asked for University recognition. Trade and Commerce were still outside their University system, and those who followed them had to be content with the crumbs that fell from other tables. Then there were the professions of the Civil Service and the Newspaper press. Even from the University's own point of view, it became daily more necessary to find more outlets for their students. Do not fear the curriculum being too full—students already could select for themselves—give them ample opportunity. They ought to strive to give men wide chances of knowing what the state of knowledge is in its entirety."

What a Local, or Provincial, University Should Be.

In another speech at Birmingham, by Mr. Chamberlain, in November, 1898, he thus emphasized what he thought should be the distinctive character of a local, or provincial, University :—

"There is a tendency with a few people to sneer at provincial Universities, and to represent them as what I may call "bread and butter schools;" that is to say, as Institutions, which are intended merely to enable the students to take advantage of them to stand in rather better positions to earn their own livelihoods than they would do, if they were without them. I do not think myself that even that mission is one altogether to be despised. . . .

"A provincial University ought to be in some sense distinctive. It ought to have a stamp of its own. In my opinion, it ought to be redolent of the soil, and inspired by the associations in which it exists. Well, what are the associations and the inspirations which we gather from our position? It appears to me, to begin with, that we must remember that Birmingham has always been the home of a Medical School of a very high reputation. . . .

"Again, the enormous development of science requires, undoubtedly, an extended application of the means of instruction; and, of course, there is special reason that science should take a very prominent place in connection with a University which is situated in the centre of a manufacturing and commercial district; and it would be, in my opinion, pedantry were we to pretend that we did not attach the highest importance to this branch of our work, and did not intend that it should be distinctly carried out, and should give to the University a position of its own.

The Necessity of Equipment for Commercial Life.

"I would like, however, to go one step further. There is one branch of education which seems to me hitherto to have been curiously neglected in the Universities that at present exist in this Country. There is, as far as I know, nothing like an organised Commercial Education. I admit I desire very much to see, some time or another, a Faculty for commercial education in connection with the University of Birmingham, in which there should be a fully equipped centre for modern languages, taught, not as they are taught now, without much system, but taught scientifically, in which also attention would be paid to Commercial Geography, Commercial Law, Commercial Economy, and the other kindred subjects. In fact, I cannot see why we should not do for those who are intended for commercial life what we already do for those who are intended for the professions. The establishment of such a School as that would give to our University that special character, which I think it will have to attain to, if it is to maintain a distinctive, separate and important position."

In referring to the urgent request of the Birmingham Chamber of Commerce that "a real Faculty of Commerce" be established in the proposed University of Birmingham, Mr. Chamberlain, in a later speech, said :—

"That, while it was desirable to give special attention to scientific Commercial Education, . . . the Chamber of Commerce went further, and desired a 'real Faculty of Commerce,' such as exists in only one University in Europe—that of Leipzic. . . .

CHAPTER XV.—GENERAL OBSERVATIONS AND SURVEY OF THE PROSPECTS OF POPULAR EDUCATION IN ENGLAND.

I propose in this Chapter to notice some features of the English Educational System, as they have presented themselves to me, and to analyze and discuss the causes which have produced, of late years, so great and beneficial a change in public opinion and feeling in regard to popular education in England.

General Characteristics of Administration in England.

I have already, in Chapter XIII., touched upon what may be regarded as characteristic of English administrative practice. While it is, as a rule, fair and impartial, it is very methodical and minute in regard to details. It is nevertheless paternal, but it is also somewhat arbitrary and inflexible in its rulings and decisions.

Some of the Hindrances to the Progress of the English School System.

There are several serious hindrances to the progress and success of the system of Popular Education in England, which have been but slightly touched on in this Report. They are partly inherent, and partly traditional.

1. The first, in its after effects, has been, no doubt, the great supineness, in past years, of the English people in the matter of Popular Education. "It is," as the Report of the Education Department for 1897-98, puts it, that, "as a Nation, we have only within comparatively recent years, grasped the idea of universal elementary education. We realized but slowly how far behind we had lagged in the supply of elementary education for the masses of the people."

It has taken time, therefore, to make up for this early neglect of a subject, which in other countries, especially in Holland, Germany, the United States and Canada, had long since engaged the serious and practical attention of their statesmen and people.

2. The second great drawback to the efficiency, as to results, is the short-lived attendance of children in the Schools. Of the 4,888,307 pupils in average attendance at the Schools in 1897, only 1,186,300, which remained in the Schools, were between the ages of eleven and thirteen, (or less than one-fourth of those on the roll, at those ages). After discussing the causes, which have led to this state of things, the Report of the Education Department for 1897-98, states, that the immediate cause of it is the desire of pupils for immediate gain, and the selfishness of parents for the same.

Another barrier to successful progress in this matter, is the great diversity of standards fixed by local by-laws for total, or partial, exemption of children from School attendance in England and Wales. The Education Department deplores this state of things and feels, "that, so long as this unevenness in the normal duration of School life continues to be characteristic of our system of public elementary education, little can be done towards impressing on the public mind a definite idea of what should be the normal intellectual outcome of an Elementary School course" of instruction.

3. The third great hindrance to the successful working of the English School System chiefly affects its higher grade, of what are termed "Secondary Schools." More than one effort has been made by the Government to deal with this question, but without success. At length, a Royal Commission was appointed to deal with secondary education. Their enquiries brought out into strong relief the inherent difficulties of dealing with a question of this kind in a satisfactory manner, owing to the "vested interests" of a peculiar kind, which claimed and exercised proprietory powers over Schools of a higher grade than those for elementary instruction. These were exercised by School Boards, County Councils, the Science and Art Department, the Charity Commissioners, and chiefly by the Managers of Proprietory Schools. There is, however, every reason to believe that, as proposed in the

Duke of of Devonshire's Bill on "Secondary Education," all of these interests and the so-called vested rights will be merged in one strong executive body, termed a Central Educational Board, like that of the other Boards in the English Governmental System.

Basis of the English and American Systems of Popular Education.

To my mind, one of the inherent causes of the failure, up to a late date, of the English System of Popular Education to provide for, and to reach, the masses of the people, was the narrow basis upon which it was originally projected by the great and influential Society, which undertook, (in 1811.) to lead in this truly "national" movement. It appropriated to itself the term "National," but yet confined its operations, (as it stated), to 'the Education of the Poor," while, in point of fact, the "poor" of England represented only a fraction of the Nation at large. Even Sunday Schools were projected with a very little higher aim than the giving of religious instruction to the "poor." It is singular how this narrow view of the purpose and object of National Education continued to hold sway for so long, not so openly, or publicly, as formerly, but still as a tradition. And, in this way, and for this cause, the education of the masses is, more or less, regarded as a tentative movement. Fortunately, the present leaders of public opinion in England repudiate this narrow view of their duty, and that of the nation at large, in this matter.

It is gratifying to know that the former English ideas on this subject never had, for any length of time, a lodgment in the minds of Educationists on this side of the Atlantic. The basis upon which popular education rests in the United States, and in Canada, is, and was intended to be, as broad as it was possible to be, so as to include in its grasp and purpose the entire population of the land. It was also designed to be as comprehensive as were the intellectual requirements of every class of the population.

In the United States, no other idea was, or is, held by public men there,—and, indeed, by the whole Nation,—than that the system of popular education should be homogeneous, and that its foundation should be so broad and deep, that, in its operation, it should be co-extensive with the needs of the population. No exclusive rights were to be conceded, or permitted, to any portion of the community, religious or otherwise. The object of the system was, that the entire people were to enjoy, without let, or hindrance, all the benefits of a comprehensive scheme of national education, free and open to every one alike, without respect to class, nationalities, or degree.

In this connection, I may here quote the words of a distinguished representative of the Roman Catholic Church in the United States—Archbishop Ireland, of St. Paul, Minnesota, who, in an address before the American National Education Association, in 1890, said:—

"I am the friend and advocate of the State School. I uphold the Parish School. I sincerely wish that the need of it did not exist. I would have all Schools for the children of the people State Schools.

"The right of the State School to exist, I consider, is a matter beyond the stage of discussion. I fully concede it. To the child must be imparted instruction in no mean degree. The imparting of this is primarily the function of the child's parent. The family is prior to the State. The State intervenes, whenever the family can not, or will not, do the work that is needed. The place of the State, in the function of instruction is *loco parentis* As things are, tens of thousands of children will not be instructed, if parents remain solely in charge of this duty. The State must come forward as an agent of instruction; else ignorance will prevail. Indeed, in the absence of State action, there never was that universal instruction which we have so nearly attained, and which we deem necessary. In the absence of State action, I believe universal instruction would never in any country have been possible.

"State action in favour of instruction implies free Schools. . . . In no other manner can we bring instruction within the reach of all children. . . . Blest, indeed, is that land whose vales and hill sides the [School House] adorns; and blest the generation upon whose souls are poured its treasures. . . .

"It were idle for me to praise the work of the State School of America in the imparting of secular instruction. . . . It is our pride and glory. The Republic of the United States has solemnly affirmed its resolve that within its borders no clouds of ignorance shall settle upon the minds of the children of its people. To reach this result its generosity knows no limit. The Free School of America! Withered be the hand raised in sign of its destruction! . . .

"The American people are naturally reverent and religious. Their laws and Public Observances breathe forth the perfume of religion. The American School, as it first reared its log walls around the Villages of New England, was religious through and through.

"I would solve the difficulty by submitting it to the calm judgment of the Country.

"I would permeate the regular State School with the religion of the majority of the children of the land, be it Protestant, as Protestantism can be; and I would, as they do in England, pay for the secular instruction given in Denominational Schools according to results; that is, each pupil passing the examination before the State Officials, and in full accordance with the State programme, would secure to his School the cost of the tuition of a pupil in the State School.

"There is also another plan:

"I would do as the Protestants and Catholics have done [for over twenty years] in Poughkeepsie and other places in our country have agreed to do, to the greatest satisfaction of all citizens and the great advancement of educational interests."*

THE ENGLISH CODE OF ELEMENTARY INSTRUCTION AND ITS MINUTENESS OF DETAIL.

The scheme of School education, and the subjects of instruction, prescribed in the yearly "Code," are so elaborated, as to provide, apparently, for every possible contingency, and every possible detail, of Elementary Education, as well as other matters, which are rarely included in the ordinary syllabus of instruction in other Countries. These details are, moreover, fenced in by many restrictions, which can only be relaxed, "if sanctioned by the Department."

The Education Department, in its Report, however, for 1897-98, thus admits the necessity for a more liberal interpretation of its "Code."

"It is not generally understood how much encouragement is now given by the Code to the adaptation of educational methods to the needs of different districts. It has been our aim to remove, as far as possible, all restrictions which might needlessly hamper the freedom of Teachers and of Managers, in their desire to increase the efficiency of the Schools." . . . "We have thought it wise to leave the Managers of Schools as free as possible in formulating courses of manual instruction . . . but have published for their guidance a paper of suggestions," on the subject, etc.

I have pointed to various restrictive rules of the Department in Chapter VII. It will there be seen what are the extra subjects prescribed for the ordinary pupils of a School.

In the "Instructions to Inspectors," the Department names the kindergarten subjects for "Infants," and enumerates fourteen things which a child of from three to five years of age can do, and twenty things which a child between the ages of five and seven can do. It has also given in these instructions minute details for the teaching and management of a cookery class, including a list of utensils to be used in teaching.

*Having written to Archbishop Ireland for some information in regard to the Poughkeepsie plan, which is otherwise known as "the Faribault scheme" of education, he referred me to the Rev. James Nilan, Parish Priest at Poughkeepsie, for definite information on the subject. He said, however, "That the 'Faribault Plan' is nothing else than the 'Irish School Plan,' which has been in working order throughout Ireland for the last fifty years. It was first applied in this Country in Poughkeepsie, New York. . . . "Do not tell me" (says the Archbishop) "of the difficulties of detail in working out either of my schemes. . . . Other schemes, more perfect in conception and easier of application, will, perhaps, be presented in time meanwhile, let us do the best that we can and do know." (See page 30.)

All of this is very good, very suggestive and very useful ; and it may be very desirable thus to ensure uniformity and completeness, and it may also prevent much loss of time in constructing, in localities, Time Tables of instruction, as well as necessary directions for the Teacher ; but it also shows how greatly elaborated have been these details of instruction in the Code for English Elementary Schools.

Object Lessons and Physical Exercises in the Schools.

The Subjects of Object Lessons in Country Schools include "Plant Life," "Animal Life," "The Sky, Air, Land and Water," and are excellent in their extent and variety. Those for Town Schools are also full of useful detail, and are complete of their kind. The Department has also provided, in the "Code," for "Visits to Museums and Other Institutions of Educational Value," in connection with the teaching of Object Lessons.

In the matter of Physical Exercises in Schools, the Department has given very full directions as to when and how, and under what circumstances, pupils should, and should not, engage in them. It recognizes four organizations, or institutions, the Certificates of which it will accept, as evidence of the fitness of a holder to conduct the physical exercises of a School, viz : the Military Authorities at Aldershot, the British College of Physical Education, the Amateur Gymnastic Association and the Birmingham Athletic Institute.

Generous Financial Provision for Elementary Schools.

In so elaborate and complex a system, it is obvious that it would be necessary to provide, with no unsparing hand, for the legitimate expenses of a Scheme of Education covering so large an extent of ground, and embracing so extensive a field of scholastic work.

The Governments of the day have not failed to redeem their implied pledge that, while imposing upon the Country so extended and minute a scheme of education, they would also provide the necessary funds to ensure its efficiency. Hence the following are the amounts which were voted by Parliament in successive years, after the first Education Grant of £20,000, which was made in 1833.

Very little addition was made to this sum for some years. In 1840, it was, however, increased to £30,000, but in 1841, it was raised to £40,000. Subsequent Grants were made year by year, but I have not given them consecutively :

In 1843	the Grant was	£ 50,000
In 1845	"	75,000
In 1847	"	100,000
In 1849	"	125,000
In 1851	"	150 000
In 1852	"	160,000

After this last year the Grants began rapidly to increase.

In 1853	the Grant was	£263,000
In 1855	"	396,921
In 1856	"	451,213
In 1857	"	541,233
In 1858	"	663,435
In 1860	"	724,403
In 1861	"	813,441

In 1863, under the administration of the Education Department by Mr. Robert Lowe, (afterwards Lord Sherbrooke), and the adoption of the scheme of "payment by results," the Grant fell to £774,743.

"Thus," (as the Final Report of the Commissioners of Inquiry of 1888 states), "the promise of Mr. Lowe to the House of Commons, that education, under his system of administering the grants, should, if not efficient, would be cheap, bid fair to be realized, so far, at least, as the second of these alternatives was concerned, since the cost to the Country of the annual Grants steadily diminished." This will be seen more clearly from the following Table:"

In 1863 the Grant was	.....	£721,386
In 1864 "	.....	655,036
In 1865 "	.....	636,806
In 1866 "	.....	649,307

In 1871, a "Revised Code" came into operation, and, in 1872, the Parliamentary Grant was increased to £789,689.

In 1873 the Grant was	.....	902,177
In 1875 "	.....	1,031,609
In 1880 "	.....	2,130,009
In 1887 "	.....	3,071,547
In 1895 "	.....	4,081,281

Thus the Grant was increased in each year, until it has now practically reached double the sum of the grant of 1895,

What Have Been the Causes of this Awakening in England?

Of course the inquiry would, under those circumstances, naturally be: What were the moving causes which brought about so remarkable a change in the disposition of Parliament, so as to induce it thus so largely to augment the sum placed each year at the disposal of Managers of Schools, so as to enable these Managers to support their Schools, and to carry out the obligatory requirements of the Code?

Upon a careful review of all the circumstances connected with the change in public opinion, in regard to the importance and necessity of an improved and effective System of Education for England, I have been strongly impressed with the fact, that the causes which have produced so striking an upward movement in public opinion have been manifold.

But however manifold they may have been, they can, nevertheless, be practicably reduced to three—two of them active in their operation, and the third silent in its influence, yet far-reaching in its effects.

1. The First Active Influence on English Public Opinion.

The first and most potent of the influences which have brought about so salutary a change in public opinion in regard to education, has clearly been partly commercial, in its more active and practical form, and partly national, in its competitive aspect, and in connection with British Commerce.

Education and Intelligence the Necessary Basis of Industrial Skill.

Everyone who has given any attention to these matters, and to the extent and character of British Commerce, and of the interests involved, has not failed to point out, more or less strongly—not the decadance of British commercial energy and enterprise,—but the failure of England to keep pace with other nations in industrial skill and deftness of hand, and in the dexterous and expert manipulation of the raw material, and its change into articles of beauty and taste.

It has been over and over again demonstrated that, as a rule, no very successful efforts can be made to engraft industrial skill of a high type on the dormant intellectual powers of an uneducated person, so as to make it a mental acquisition, except in special cases. This statement is put in another form by the present Colonial Secretary, Mr. Chamberlain, in a speech delivered by him last year in Birmingham. He said:—

"All experience shows that Technical Schools and technical training are of greater advantage when they are offered to those who have already been disciplined and trained in something like a general course of instruction. It is the all-round student who is the best practical scientist, and therefore, without the least hesitation, I would appeal to manufacturers . . . and for their own credit to give their hearty support to this [University] project."

The Reports of the Science and Art Department lay special stress on the fact, that the greatest hindrance to the work of technical and industrial training is the fact that children are not sufficiently prepared in the elementary schools for either,—they leave school too soon.

What England has Recently Done for Industrial Training.

So great has been the commercial competition and rivalry between England and, chiefly, continental nations, that the Government has given special attention to the subject, by increasing facilities for the training of industrial experts. In 1889, an Act was passed, with a view to extend these facilities, and to provide, by Act of Parliament, for the establishment of Technical Schools—chiefly by the County Councils. This Act was revised and its provisions extended in 1891. Last year, too, in order to give greater certainty, and fuller precision to the purposes for which the Science and Art Department was established, the Government has proposed, in a recent Bill, to merge that Department, (and some of the functions of others), in the one pertaining to education, and to constitute a Central Board of Education, (as a substitute for both). An additional Bill places the proposed "Secondary," (or Higher,) Schools under the direction of this Central National Board.

Experts' Recent Report on Industrial Education in Germany.

It was hoped that with such increased facilities for local industrial training, and such as would be effectively promoted by the Government direct, that the continental competition, in articles of taste and skill, would become less acute as time went on. But a strong note of warning, that this need not be expected in the near future, has been uttered by a number of experts on technical matters, headed by Sir Philip Magnus, who visited Germany in 1896, to attend exhibitions, and to make enquiries on the subject.

No Prospect of a Decrease in Commercial Competition

In their Report to the Duke of Devonshire, Lord President of the Privy Council and President of the Committee of that Council on Education, these gentlemen, after referring in detail to the remarkable progress of general scientific and industrial education in Germany, say:

"The lesson to be derived from all this activity, in matters pertaining to education, is clearly this, that our foreign rivals are determined to keep well ahead in the matter of facilities for instruction . . . in those Institutions wherein the highest branches of scientific instruction are pursued.

"They are convinced that the Nation which has the best Schools is the best prepared for the great industrial warfare which lies before us,* and no money appears to be grudged for the erection, equipment and maintenance of Educational Institutions of all grades, and especially, of the Science Laboratories, which, as we have seen, are being multiplied in Germany.

"The great industries of to-day depend more and more upon the successful application of recent discoveries to ordinary manufacturing processes.

"In the industrial race, in which we are engaged, nearly all the advantages upon which we prided ourselves in the past, are possessed, in a greater or less degree, by our rivals, and count for little, as compared with scientific knowledge, and its ready application to the manufacturer."

* As a coincidence, and, in confirmation of this opinion on the part of English experts, it is worthy of note, that, in a debate in the German Reichstag, on the 13th of January, 1899, a prominent Deputy, (Cabel) stated, amid cheers, that: "In the struggle of commercial competition the victor will be the Nation possessing the most intelligent workmen."—(*Debate on the German Army Bill*).

The Report of these Experts concludes with the following remarks :—

"There are indications that, in the immediate future, our own countrymen will have to encounter a competition far more acute than anything they have yet had to grapple with.

"In the coming struggle for trade, our fine insular position, our splendid race of workers, and our excellent raw material, will undoubtedly count for much ; but the possession of these advantages alone will not suffice ; and we shall have to adopt certain of the methods which prevail abroad, about which our manufacturers in the past have cared too little, but which mean much to our customers.

"We must not be content to live any longer upon the traditions and reputation of the past ; but we must set ourselves to work diligently to study the wishes and fancies of those we have to serve ; and we must, moreover, be prepared to meet them, even in such small subtleties as weight, measure and packing.

"Above all, we must endeavor to improve and develop our higher industrial and secondary literary and technical educational machinery to our peculiar conditions ; we must see that it is maintained at least on a level with that of any other Nation.

"We shall have accomplished all that we hoped to do, as the result of our . . . mission, if we succeed in showing that there is no evidence of standing still, or of being satisfied with past progress in [technical education] in any direction in Germany. . . .

"Everything is being developed ; and, in all branches of industry, there are signs of great activity."

Recent Utterances on the Necessity for Active Efforts.

It is clear, from the number of speeches recently made in England on this subject on "industrial supremacy," that an unusual amount of interest has been awakened in regard to the necessity for active measures being taken to recover lost ground. The Countess of Warwick is one who has taken a very decided stand in regard to industrial education. Of this she has given a practical proof, in her establishment at Dunmow, Essex, of a Technical School, in which is given a systematic training in elementary science. In a recent address on the subject, Lady Warwick, in effect, gave her reasons for this experimental movement, and said :—

"Sir John Gorst has given forcible expression in his utterances on the subject to the accumulated experience of those who had been engaged in carrying on educational work. The ground of his complaint, not to say despondency, was that, until we established, throughout the length and breadth of the land, places to enable our population to compete with other Nations in the markets of the world we could not maintain the position and industries, in which we were once supreme. Foreign Nations had long been alive to the fact that industrial supremacy was largely dependent upon the training of young children, from the time they entered school until they became bread winners. In this respect we had still much to learn from the foreigner. Money should be spent to equip the coming generation for life's great battle, for we were now behind in the race with other Nations. The knowledge called technical was simply the knowledge of the scientific principles underlying any particular industry, combined with the skill connected with that industry."

At a recent distribution of prizes at the London Institute, Mr. W. H. Preece, C.B., said that :—

"If this country was to hold its own against foreign rivals, enthusiasm must be aroused. At School and at College, students could cultivate the great quality of self-reliance, the power of co-operation, and the spirit of justice, which were characteristic of the Anglo-Saxon race."

Mr. Bonsfield said :—

"In technical teaching, England had some leeway to make up, but he believed she would do it, and that the qualities, which had placed Englishmen in the forefront of the commercial and manufacturing world, would not fail them now."

In a recent presidential address from Mr. R. L. Taylor, Organizing Science Master for the Manchester School Board, he said that: "Greater facilities for real technical instruction was one of the most urgent questions now before the Country. They had lagged behind terribly; and it was really doubtful whether, after all their exertions, they had gained any ground during the last sixteen years. The Germans and Americans had pushed ahead more, he believed, than the English had, and the English were now no nearer to the former than when they first started to catch them up. And they must catch up. To continue to lag behind in the educational race would inevitably have the most disastrous effect upon their manufactures and their commerce. It was necessary that we should make up for lost ground."*

A writer (Mr. C. Tripp) in the *Nineteenth Century* for February, 1898, on "German *versus* British Trade in the East," uses the following strong language, on the subject of the commercial education of the youth designed for employment in houses engaged in foreign trade:

"If the instructors of our British youth do not watch it, they will one day awake and find that German zeal, industry and discipline are more calculated to win the great race of life than any amount of British pluck and muscle.

"A German youth intended for a commercial career is taught to read, write and speak modern languages; and this knowledge has beyond all doubt been of incalculable advantage to Germany in gaining and retaining foreign or neutral markets."

Another feature of the value of industrial training, as a preventive of crime, is thus portrayed by Mr. Carroll D. Wright, a United States statistician:

"The intelligent skilled labourer is rarely found in a penal, or charitable, Institution. That kind of labour, which requires the most skill on the part of the workman to perform, insures him most perfectly against want and crime. Trade instruction, technical education, manual training,—all these are efficient elements in the reduction of crime, because they all help to better and truer economic conditions.

"This conviction has given us, in the United States, Scientific Schools, Technical Schools, Trade Schools, into which vast sums have been put as endowments, and which have yielded a hundred-fold in the industrial development of the Country, and many hundred-folds in its morals."

2. The Second Potent Influence on English Public Opinion.

It is appeals like the foregoing to the intelligent thoughtfulness of public men in England that have largely called into play the second influential cause which has operated so strongly on English public opinion in favour of a greatly improved system of Popular and Industrial Education.

During the last year, what may be termed the war-like competition, which sprung up between Great Britain and the other Nations of Europe, had the effect of arousing the Imperial Government to the extreme danger of allowing any of these Nations to outstrip her in such matters.

* As these pages were passing through the press, a striking instance of the prompt business ways of the Manager of Locomotive works in England and the United States is given by Sir George Paget, Chairman of the English Midland Railway Company. He said that:

"The Company had ordered 170 engines from English makers in December, 1897, and not one of them was yet delivered, and that, when the Company gave an additional order, in December, 1898, it could not get a promise that one engine would be delivered in fifteen months, so it was determined to ask for tenders from the Baldwin Company at Philadelphia, and from another Company in Connecticut. Offers were received; and, in one instance, the delivery of ten engines was promised in ten weeks from the time the drawings were received, and in another case a shipment from America was promised in four months. The shareholders, the Chairman continued, could see, from this, that while the Midland Company could not get a single engine in England in fifteen months, it could get twenty from America in four months."

How equally, if not much more, should the possibility of being overmatched by commercial rivals, and her supremacy endangered, have the effect of evoking in England a similar spirit, but in a more peaceful direction, that, in the practical arts of life, she should not be surpassed by any Nation on the globe.

England has doubtless been studying that lesson deeply; as recent parliamentary proceedings have indicated.

It is gratifying to know that the practice has become general for public men—in and out of Parliament—to address gatherings of various kinds, in which some phase, or feature, of practical education is discussed or criticised.

As a rule these addresses are non-partisan and non-political.

Even when the Speakers are advocates of Voluntary, (Denominational,) Schools the special features of these Schools are generally kept in the back ground.

I have noted down from the English newspapers, a number of these addresses, and to these I would briefly refer, by way of illustration, of what I have stated.

In addition to various addresses by the Duke of Devonshire, Sir John Gorst, of the Education Department, and those of other Members of the Cabinet, the following are among the many educational addresses which were made by the parties named during the year 1898:—

Lord Reay on the Problems of Business Education. (December, 1898.)

Lord Russell, of Killowen, on the Urgency of Technical Education. (Dec., 1898.)

Earl Spencer on Recasting the Machinery for Managing Education. (Nov., 1898.)

Viscount Cross on sustaining Voluntary Schools. (April, 1898.)

Lord Battersea, on Recreative Evening Schools. (July, 1898.)

Lord Portsmouth, on Efficient Education in Voluntary Schools. (June, 1898.)

Lady Warwick, on Elementary Science in Rural Schools. (July, 1898.)

The Archbishop (*Temple*) of Canterbury, on the multiplicity of subjects to be taught in Schools. (June, 1898.)

Bishop Westcott of Durham, on the three principles as a basis of Education. (Nov., 1898.)

Bishop Creighton of London, on two qualities in pupils, to which Teachers should appeal,—curiosity and observation. (October, 1898.)

The Hon. *Lymph Stanley*, on the Position of higher Grade Schools. (Dec., 1898.

Dean Maclure of Manchester, on the Desirability of Secondary Schools. (Dec., 1898.)

Sir Bernhard Samuelson, on the Desirability of Combining Literature with one's Occupation. (March, 1898.)

Sir Philip Magnus, on the great change which had taken place in Education in the Victorian era. (April, 1898.)

Sir Albert Rollit, M. P., on the necessity of Commercial Education. (Dec., 1898.)

Sir Norman Lockyer, on the progress of Knowledge. (October, 1898.

Sir William Harcourt, M.P., on the Necessity of giving the Humblest a Chance of a Good Education. (October, 1898.)

Sir Joshua Fitch, on what London has done for Education. (November, 1898.)

Mr. Arnold Foster, M.P., on the Necessity for Thoroughness in Commercial Education. (October, 1898.)

Earl Spencer, on the necessity of meeting the keen industrial competition of America and Germany by establishing Technical Schools, open and free to all. (January, 1899.)

Dr. Macnamara of London, on Higher Grade Unrestricted Schools. (October, 1898.)

Mr. H. H. Asquith, M.P., on the Success of the Leys School, Cambridge. (February, 1898.)

Mr. Ernest Gray. M.P., on Voluntary School Associations. (April, 1898.)

Mr. J. H. Yoxall, M.P., on the Foundations of Technical Education. (June, 1898.)

Mr. Charles Morley M.P., on the Work of the Education National Association. (October, 1898.)

Mr. Lloyd George, on National Education, pure and simple. (April, 1898.)

It can be readily understood how public opinion would be aroused and stimulated under influences such as I have mentioned, and by the speeches and addresses which I have here enumerated. The more so would it be moved to vigorous action, since the necessity for greater facilities for industrial education has been widely felt and acknowledged, so as to meet successfully the keen competition for commercial supremacy, not only with the European continental nations but also with the far east—with Japan.

The form which, as a matter of fact, this increased and enlightened public opinion has taken in England has been the enlargement of the scheme of popular education, and its extension, in the direction of secondary, or higher, Schools, under the Government School Board System, to every part of England and Wales.

3. The Influence of the Universities—on Public Opinion in England.

It has been held by many, that there has been another influence at work all these years, silent and subtile, which has done as much, if not more, than any other force, to educate public opinion in England, in favour of a more enlarged and satisfactory system of public education. This subject—that of the influence of the Universities of Oxford and Cambridge—is so well treated by one of the Heads of Colleges in Oxford, that I append it herewith:

In an instructive article on "The University of Oxford in 1898," the Honourable George C. Brodrick, Warden of Merton College, thus sums up the various influences which Oxford and Cambridge Universities have exercised on National Education in England. He says:—

"Even when the number of students in the Universities of Oxford and Cambridge was much smaller than at present (about 3,000) Oxford and Cambridge virtually governed the whole course of higher Education throughout England.

"Formerly, as University degrees and honours were to be won by proficiency in Classics and Mathematics alone, Classics and Mathematics were the staple, if not the exclusive subject of teaching in Public Schools and Grammar Schools. . . . The Universities, by wisely extending their old narrow curriculum, are rapidly bringing the new studies within the range of their control, while, by undertaking the office of Examining Boards, on a very large scale, they have strengthened, to an extraordinary degree, their former hold on Secondary Education.

"But this . . . was as nothing compared with the influence now acquired by means of the inspection and examinations of Public Schools which [the two Universities] conduct independently, and of the lectures organized by the 'delegates for the extension of teaching beyond the limits of the University' in a large number of populous centres. To this must be added the experiment . . . of affiliating, not only Provincial Colleges, but Indian and Colonial Universities; . . . the experiment of superintending the practical training of Teachers and the generous arrangements made for the academical training of women. . . .

"By forming this widespread network of educational control, and occupying the centre of it, the Universities of Oxford and Cambridge have virtually made themselves arbiters of learning over a large proportion of Schools above the elementary grade, and assumed some of the most important functions of the Ministry of Education in other Countries.

"There is another cause of the vast educational power wielded by the [two Universities] . . . Many of those destined to guide the educational movement

. , have themselves passed under the discipline and teaching of the older Universities All the Head Masters of the . . . Grammar and High Schools . . . are graduates of Oxford or Cambridge. . . . The great body of Clergymen and Barristers, nearly all the English Bishops, and a large majority of the Judges, are *alumni* of Oxford or Cambridge. . . .

"The predominence of the older Universities in the direction of National Education is still more conspicuous in the *personnel* of the Education Office itself. The whole indoor staff of that Office, consisting of Secretaries and Examiners, have been recruited from Oxford or Cambridge,—the former having a certain preponderance. More than half of the School Inspectors for England and Wales are drawn from Oxford, and the rest from Cambridge [with few exceptions]. Not less marked is the prevalence of Oxford or Cambridge graduates on the staff of the Civil Service Commission, which now superintends the Examination for every branch of the Public Service. All the Commissioners, Secretaries and Examiners, with rare exceptions, have been selected from one or other of the older Universities. It was Oxford and Cambridge men who originated and shaped the open competitions for the Civil Service of India, and the Head Masters of the great Public Schools,—all Oxford and Cambridge men,—have been consulted at every turn in constructing the scheme of Army Examinations. . . . Of the last Governor Generals of India several have been Oxford men. . . . Of the last nine Prime Ministers five were educated at Oxford, and one at Cambridge. In the present (Salisbury) Cabinet eleven Ministers, out of nineteen, are Oxford men, and three Cambridge men; in the last Gladstone) Cabinet, seven were Oxford men and six Cambridge men. . . . In the House of Commons . . . above one-fifth of its present Members are Oxford men, and above one-eighth . . . are from Cambridge, besides many who have graduated from other Universities. . . .

"Perhaps the most potent of all agencies in a Country like our own is what is known as 'the Press.' . . . If the secrets of anonymous journalism could be unlocked,—if it could be ascertained how largely Newspapers, as well as Periodical Literature, are indebted to Oxford and Cambridge men for their special characteristics, and how largely English habits of thought are moulded by English newspapers and periodicals,—it would furnish a crowning proof of the all-pervading influence exercised by our Universities on national life."

Approximate Completion of the National System of Education in England.

There is no question that, although the Educational System of England is disjointed, and, in some respects, fragmentary, yet the English Statesmen of to-day have seen, for some time, the necessity for the proper and effective dove-tailing of these several parts of that system into a consecutive whole,—as I have shown in Chapters VII. and VIII.

The details and appliances for a thorough system of Elementary Schools are already provided for. Those in charge of these Schools are required to see to it that every child admitted to them most have facilities to enjoy all the privileges and advantages of these Schools, whether managed by School Boards, or by Voluntary Denominational Associations

So far so well; but, up to this time, the connecting link has been missing, not, it is true, as a matter of fact, but as actually part and parcel of a connected whole, and as the recognized stepping stone to the University.

At length, this disjointed system of Elementary and Higher Schools is to be welded together. This joining together is to be effected by Act of Parliament, and both classes of Schools are to be controlled and directed by a strong central authority, about to be created, in the shape of an Imperial Board of Education—the Members of which are to be chiefly Members of the Cabinet.

The object of this new departure is thus explained in a Memorandum attached to the "Bill on Secondary Education,"—a Bill which was introduced into Parliament in June, 1898, by the Duke of Devonshire, Lord President of the Privy Council.

"The object of this Bill," says the Memorandum, "is the Parliamentary recognition of Secondary Education, to complete the National System of Education in England :—

"(1) By consolidating the Educational powers . . . possessed by the Charity Commissioners, the Science and Art Department and the present Education Department, into one Central Educational Authority, under the Committee of the Privy Council on Education ; and

"(2) By establishing local Secondary Education Authorities, to administer areas not less than those of a County, or a County Borough. . . .

"With the object of keeping the administration in constant touch with the practical side of Education, this Central Authority has attached to it an Advisory Council, to which questions connected with Secondary Education are to be referred, . . . and each local Educational Authority shall include an adequate proportion of persons of educational experience."

When this Bill shall have passed, it will effect more, or less, of a revolution in the management, control and efficiency of a large class of Higher Schools, now practically controlled by individuals, or by local corporations.

Thus, the prospects are : That before this year is out, the completion will have been effected, so far as Parliament and the Central Administration are concerned, of the "National System of Education in England," which will then have become an actual and a gratifying fact.

J. GEORGE HODGINS.

Toronto, January, 1899.

2. Report on Manitoulin Island by William Houston, M.A.

In the summer of 1897, and again in that of 1898, I spent sometime, at your request, inspecting Public Schools in the Manitoulin and adjacent islands. In 1897 I inspected all the schools on St. Joseph Island and a few on the west end of the Manitoulin. In 1898 I inspected all the schools on St. Joseph Island, Cockburn Island and the Manitoulin, except that of Gore Bay town, which had already been inspected by Mr. D. McCaig and also by Mr. J. J. Tilley. The result of my visits was to suggest to me very strongly the advantage of securing the introduction into all three islands of the large district and pupil deportation system which has for some years been spreading over New England. The grounds on which my opinion is based are amply set forth below. I may add that I was placed in a more than usually favourable position to observe the physical and sociological conditions of the islands, for most of my travelling was done on foot, and I saw life in all its phases very much from the inside.

The Islands.

Physiographically the Manitoulin, Cockburn, Drummond, and St. Joseph Islands, constitute an extension of the Bruce peninsula in a westerly to a north-westerly direction. The channels separating them from each other are nowhere more than a very few miles wide, and all of them navigable. Drummond Island belongs to the United States politically ; the other three belong municipally to Ontario. The land on St. Joseph Island, except where it has been reserved for military or naval purposes, is part of the original Crown domain ; Cockburn and Manitoulin Islands were, until about forty years ago, owned and occupied by Ojibway Indian bands, and there are still on them several Indian reserves which detrimentally affect the organization of school districts of the ordinary type, though they would be less of an obstacle to the working out of the large-district plan. Cockburn Island is one undivided township. There are three township municipalities in St. Joseph Island—St. Joseph, Hilton and Jocelyn. There are fifteen surveyed townships in the Manitoulin—Dawson, Robinson, Burpee, Barrie Island, Gordon, Mills, Allan, Campbell, Carnarvon, Billings, Howland, Bidwell, Sandfield, Tehkumah, and Assiginac—but in several cases two or more of these are joined in one municipality. There are no village or town municipalities on either St. Joseph or Cockburn Island ; on the Manitoulin there are two towns—Gore Bay and Little Current. The population is therefore almost exclusively rural, and, as there is very little lumbering done now, or left to be done, the people, with the exception of those who resort to fishing in seaso are chiefly engaged in Agriculture.

The islands are very well supplied with good roads, which are comparatively easy to make and repair owing to the fact that the limestone foundation, though raised occasionally into "bluffs" has not been tilted by the eruptive force. On large areas of the Mantoulin the rock is perfectly horizontal, and so near the surface and free from roughness that for miles at a time all the construction necessary is the filling up of small crevices and a top dressing of coarse sand or gravel.

St. Joseph Island.

This island is in the form of an irregular oblong extending on the average about fifteen miles from north-west to south-east, with an average width of not more than eight miles. The survey is on the usual plan of hundred acre lots over the greater part of the island, but there are two different surveys, each covering a considerable area, and complicating the carrying out of municipal schemes. Much of the land is good for agricultural purposes, but the convenience of the settlers who are there is greatly interfered with by the non-residence of owners who purchased from the Crown without conditions of actual settlement. In school matters it is an additional disadvantage to have three municipalities in an island not too large to be all included in one township, for the

division into school sections is made by each township council separately, and in some places the districts are disadvantageously small, while in others they are inconveniently large. There are ten schools in operation on the island, all but two of them being comparatively small in point of attendance. These two are in Richard's Landing and Marshville respectively. Neither of these places is an incorporated village, but each of them is pleasantly situated in full view of the steamboat channel, and each is a port of call for all Canadian vessels. The island began to be settled a little over twenty years ago, and some of the school buildings will soon have to be renewed. If anything is to be done in the way of consolidating the districts, the scheme should be adopted and carried out before further expense is incurred on account of new buildings. One section in Jocelyn has never been organized for school purposes owing to the sparseness of well-to-do settlers. Including this, and perhaps one more which may be set apart hereafter if the present system is maintained, it would take twelve schools to accommodate the population. Under the large district plan, and ignoring municipal boundaries this could be better accomplished by three, and then no child would have to be deported more than, say five or six miles. Of course the Richard's Landing and Marshville schools would be used, with a considerable addition in each case. The third school would be for the present the one in section No. 1 Jocelyn, as the building is not old, and is fairly well situated. When it passes into decay after a few years a still better location for a new building could be easily found. One unspeakable advantage of the deportation system is that there need be no disputation over sites. Another is that more attention could be paid to natural beauty and sanitary conditions. For both of these features Richard's Landing and Marshville would be almost ideal. It is very important, in my estimation, that pupils should be brought daily during the school period where they may be able to see some large body of water, and the navigable channel between St. Joseph's and the north shore is a most picturesque foreground for a school.

Cockburn Island.

It is unnecessary to say much about this island in connection with school matters. Until within the past few years it was supposed to be of importance only as a centre for the fishing industry. The coast line is a little sinuous, but there is one good natural harbor on the north side. This has been for years a busy place in summer, and gradually settlement has found its way inland. I am told by Mr. Alfred Monk, who is collector of customs, postmaster and Indian agent for the Dominion Government and township clerk under the Ontario municipal system, that while the island includes about 48,000 acres of land, not more than one-third of it is fit for settlement. The proportion is considerably less than on St. Joseph Island, but on the other hand the arable land on Cockburn is more continuous, and therefore more advantageously situated for school purposes. There are two schools in operation, one-half a mile back from the steamer landing, the other about four miles inland and towards the west. There is an Indian reserve on the west shore, but the population is small and poor, and the Indians have never had a school. Possibly some arrangement might be made by which the children might be educated with the whites, as they are elsewhere sometimes, and a fair share of expense borne by the Indian funds. Perhaps, still better, the Indians might be consolidated with some larger kindred band, and their reserve put into the market for settlement. One school would, on the deportation plan, serve the whole island for years to come, perhaps forever, and it ought to be where the lake and its industries are visible. The roads are good and may easily be kept so perpetually.

The Manitoulin.

There are not forty schools in operation on the Manitoulin island, and even on the present small district system that number can never be greatly increased. The settlement of the island began about twenty years ago, with the formation of Mr. R. A. Lyon's lumbering establishment at Michael's Bay, which is now practically deserted. The only other settlement of the Lake Huron or south shore when I coasted along it in 1879, was

a few miles further west at Providence Bay, and the 40th school building was erected and a school started in it last summer. The school at Gore Bay had a staff of four teachers ; the one at Little Current, of three ; the one at Manitouaning, of two. The settlements on the Manitoulin are very much broken up by limestone bluffs which sometimes extend horizontally for two or three miles, by large inland bodies of water, by long indentations of the extremely sinuous shore, by swamps, and by Indian reserves. In spite of the drawback, however, I feel safe in saying that by a careful topographical study of settlements and roads it would be comparatively easy to lay the island out in deportation districts so that not more than fifteen public schools would be needed, while few, if any, of the pupils would have to be drawn more than five or six miles. This opinion was corroborated by more than one person with whom I conversed on the subject and who was, I know, quite familiar with its obstructive physiographical peculiarities I feel strongly inclined to put the number down to twelve unless there is more good land to be settled in the west end than I think there is. Needless to say, one of the edifices would be at Gore Bay, one at Kagawong, one at Little Current, one at Manitouaning, one at Providence Bay, and one at Meldrum Bay. One would be on the south shore east of Manitou Lake, Mindemoya Lake, and Kagawong Lake. The other three or six would be located wherever required. As remarked above, every school should, if possible, be in full view of a large body of water, partly for esthetic, but partly also for scientific reasons. It is impossible to cultivate nature study in a school in the most advantageous way, if the particular variety of landscape made up of water and land is not available.

The Island Schools.

So far as I could see, these are not in either better or worse condition than public schools elsewhere. The teachers in many instances lack professional training, but there seems to be more care in the selection and more individuality in the teacher than in older and wealthier localities. Teachers are changed very frequently, but so they are everywhere else. The salaries paid are seldom much over $200, but only in one instance did I find one under that amount. The attendance in the rural districts was never very large in summer, and it was usually very small. It was not uncommon to find a good teacher in the midst of 8, 10, 12, or 14 pupils, making as many as five or six different classes. This is the feature of the Island educational work which would be most beneficially affected by the proposed change of system. All to whom I explained it were ready at once to admit that. At present, the law permits the inclusion of a ratepayer in a new section if his place of residence is not more than three miles in a straight line from the centre of the section. A distance of four miles from a school is not uncommon and one of three is quite frequent. In some places, owing to the necessity of placing the school house between two settlements, hardly any pupil lives within a mile of the school. Occasionally, owing to the *pro re nata* origin of schools as localities were settled, they are needlessly near each other, which is a waste of opportunity. Impassable local obstructions—a bluff, a morass, a river, or a lake—sometimes cause a few lots to be added from one township to a section in another, and so the assessments are not always on the same basis, the few detached settlers sometimes make it a grievance that their school taxes are more heavy than those of other ratepayers in their own township. The wrangling over the location of school sites was very great when the schools were built, and it will be renewed in many places when the present buildings pass out of use, as most of them will shortly do. The equipment of nearly all of the schools is quite insufficient and in most of them out of date. Blackboards, furniture, maps and apparatus are all more or less defective. It is quite useless to ask school trustees to buy costly maps for the use of even five or six out of twenty pupils. The out-premises are usually far from creditable, and very often there is not a well. To sink one is a problematical enterprise in all except cost when sooner or later the well digger reaches a limestone stratum of unknown depth and penetrated in all direction by seams.

The Advantages of the Proposed System.

1. It would lessen eventually the cost of school buildings and their maintenance, though this would not be the case immediately.

2. It would considerably reduce the cost due to teachers' salaries by reducing the number employed, unless it becomes a means of increasing the salaries of those remaining in the service.

3. It would enable the schools to be better graded, so that each teacher would have fewer classes with more in each class. In Gore Bay the number of teachers would probably rise to 7, in Little Current to 5, and in Manitouaning to 4. In Kagawong, Providence Bay, and several inland places there would be two teachers each. In very few would there be only one. There are at present 46 teachers in 40 schools; I estimate that there would under the other system be not more than 30 teachers in 12 schools, or, say 33 in 14.

4. The attendance would be larger at all times than it even is now in the rural schools, and would be kept fairly steady. Distance would for small pupils be annihilated. Travelling to and from school would be perennial recreation. The disheartening effect of irregular attendance on teachers and pupils would be dissipated or prevented. Parents who see the uselessness of burdensome school expenditure without seeing the cause of its ineffectiveness, could be induced to bear fiscal burdens more cheerfully and hopefully, and provide better school appliances and employ better paid teachers.

5. The tendency would be to employ a larger proportion of men to act as principals in schools of two or more masters each; and this would tend to lengthen the stay of the individual teacher not merely in a particular school but in the profession. While all this is true of the island schools it is obviously equally applicable to those in older, wealthier, and more continuously settled parts of the Province. It is a mistake to suppose that the deportation plan is specially fitted to new districts and pocket settlements.

The Method of Organization.

In Cockburn Island, as there is only one township with two schools there is nothing needed but to persuade the people that consolidation would be to their advantage. In St. Joseph Island the best way to proceed would be to get them to consolidate their three municipalities into one, a change which would be a great improvement in other respects. The next best would be to get them to ignore municipal boundaries for school purposes, levy a horizontal school tax over the island, and let each township council collect from its own ratepayers the school rate so levied. In Manitoulin the case is complicated somewhat by the fact that some townships are organized singly; some are grouped; some are divided between two municipalities; and some are not regularly organized. Moreover there are two town corporations. It should not be difficult, however, to adjust the taxation even there. The people have learned in a practical way to manage their own affairs, and they would soon adapt themselves to the new situation if they could be induced to go into it voluntarily. Owing to the difficulty of getting people to understand it, the experiment would be handicapped from the start if compulsion were tried. My proposal for a summer's work in the district is twofold:—(1) To go over the ground inspecting the schools and talking to trustees and others as opportunities offer, probably calling together little gatherings at each other's houses over night; and (2) having finished the inspection before the summer holidays in this way, to hold an advertised public meeting at each of the many centres as are likely to be useful—at least these: 3 in St. Joseph, 1 in Cockburn, and 10 or 12 in the Manitoulin. I have to be at a teacher's meeting at Manitouaning in September, and as there is a good telephone service on the island, I could arrange to make the propaganda almost a daily effort for say a fortnight.

3. The High School Form and University Matriculation Examinations.

Members of the Educational Council and Board of Examiners for 1898-9.

1. Educational Council.

Under the provisions of section 5, cap. 291, R.S.O., 1897, the following were appointed members of the Educational Council :

James Loudon, M.A., LL.D., President of the University of Toronto.
Maurice Hutton, M.A., of Toronto University.
The Rev. N. Burwash, M.A., LL.D., Chancellor of Victoria University.
The Rev. William Clark, M.A., D.C.L., F.R.S.C., of Trinity University.
A. P. Knight, M.A., M.D., of Queen's University.
A. B. Macallum, B.A., Ph. D., University of Toronto.
J. H. Farmer, B.A., of McMaster University.
Alfred Baker, M.A., of Toronto University.
The Rev. J. R. Teefy, M.A., LL.D., Principal of St. Michael's College.
W. Tytler, B.A., Public School Inspector, Guelph.
F. W. Merchant, M.A., Principal of Collegiate Institute, London.
R. W. Doan, Principal of Dufferin Public School, Toronto.

W. PAKENHAM, B.A., Registrar.

JAMES LOUDON, M.A., LL.D., Chairman.

BOARD OF EXAMINERS APPOINTED BY THE EDUCATIONAL COUNCIL.

English, History and Geography:

W. J. Alexander, B.A., Ph.D.
A. E. Lang, B.A.
W. S. W. McLay, B.A.

Mathematics:

A. C. McKay, B.A.
A. Odell.
W. Prendergast, B.A.

Classics:

A. J. Bell, M.A., Ph.D.
G. W. Johnston, B.A., Ph.D.
A. B. Nicholson, B.A.

French and German:

W. H. Fraser, B.A.
L. E. Horning, M.A., Ph.D.
J. Squair, B.A.

Physics, Chemistry and Botany:

R. R. Bensley, B.A.
W. J. Loudon, B.A.
W. Nichol, M.A.

F. N. NUDEL,
Secretary.

W. PAKENHAM, B.A.,
Chairman.

4.—List of Principals and Assistants of High Schools (Including Collegiate Institutes), January, 1899.

Collegiate Institutes.	Principals and Assistants. Name.	Degree.	Specialists.	Date of Appointment.	Salary.
					$ c.
Aylmer	Rutherford, Walter W	B.A., Tor	Math	1883	1,400 00
	Phelps, Frances G	B.A., Tor	Eng., Hist.(Interim) Fr., Ger	1896	700 00
	Clark, Joseph Campbell	B.A., Tor	Class	1897	800 00
	Rush, Myron Leslie (Interim)	B.A., Tor	Sci	1898	650 00
Barrie	Redditt, Thomas H	B.A., Tor	Eng., Hist., Fr., Ger	1893	1,500 00
	Hay, Andrew		Math	1882	1,000 00
	Minns, James Edward	B.A., Vic	Math., Sci	1893	1,000 00
	Foucar, Walter K	B.A., Tor	Fr., Ger. (Interim) Eng., Hist	1896	700 00
	Moir, M. A			1895	650 00
	Bennett, Charles V	B.A., Queen's	Class	1897	800 00
Brantford	Burt, Arthur William	B.A., Tor	Eng., Hist., Fr., Ger	1893	1,800 00
	Passmore, Samuel F	M.A., Tor.	Class	1885	1,100 00
	Hoag, James P	B.A., Queen's	Eng, Hist, Math	1893	1,100 00
	Coates, Daniel Harsum	B.A., Tor	Math	1893	1,100 00
	Bunnell, Effie Maria	B.A., Tor	Eng., Hist., Fr., Ger	1891	1,000 00
	Hamilton, James Reid	B.A., Tor	Sci	1893	1,100 00
	Shultis, Adam		Commercial	1896	850 00
Brockville	Marquis, Thomas G	B.A., Queen's	Eng., Hist.	1897	1,500 00
	Copland, James Stuart	M.A., McMaster	Sci	1839	1,000 00
	Sidley, Henry R	B.A., Trin	Class	1895	1,000 00
	Husband, Almeron Judson	B.A., Tor	Fr., Ger	1895	900 00
	McGee, Cyril Haughton	B.A., Trin	Math	1896	1,000 00
	Giles, Edith			1890	650 00
	Richardson, Kate		Commercial (Interim)	1898	500 00
Chatham	Paterson, David Smith	B.A., Tor	Eng., Hist., Fr., Ger	1888	1,500 00
	Twohey, William J	M.A., Tor	Class	1885	1,200 00
	Taylor, Wilson	B.A., Tor	Math	1893	1,200 00
	Jewett, Albert E	B.A., Queen's	Sci	1896	1,150 00
	Lane, James S. (Interim)	B.A., Tor	Fr., Ger	1888	800 00
	Black, James Spurgeon		Commercial	1895	900 00
	Sparks, William (Interim)			1898	600 00
Clinton	Houston, John	M.A., Tor	Eng., Hist., Fr., Ger	1892	1,225 00

	Rand, Wilfred Erle	B.A., Tor	Math	1892	950 00
	McLean, Ebenezer M		Sci	1894	900 00
	Treleavan, John Wesley	B.A., Tor	Class. (Interim)	1895	850 00
	Parlee, Edith		Commercial (Interim)	1898	600 00
Cobourg	Mitchell, George Winter	M.A., Queen's	Class	1891	1,400 00
	Arthur, Colin Clayton	M.A., Queen's	Sci	1893	1,000 00
	Odell, John W	B.A., Tor	Math	1896	1,000 00
	Jones, Laura L	B.A , Tor	Eng., Hist., Fr., Ger	1898	900 00
	Mitchell, Jessie A.	B.A , Tor		1896	700 00
Collingwood	Williams, William	B.A., Tor	Eng., Hist., Fr., Ger	1873	1,100 00
	Hammill, George	B.A., Tor	Math	1892	825 00
	Bonner, Robert John	B.A., Tor	Class	1894	825 00
	Fraser, Charles McLean (Interim)	B.A., Tor	Sci	1898	550 00
	Simpson, Robert S (Interim)		Commercial	1898	550 00
Galt	Carscadden, Thomas	M.A., Tor	Eng., Hist	1885	1,750 00
	Logan, Charles James	B.A., Trin	Class	1883	1,200 00
	Wright, Arthur Walker	B.A., Tor	Fr., Ger	1886	1,100 00
	DeGuerre, Ambrose	B.A., Tor	Math	1890	1,100 00
	Evans, William Edwin		Commercial	1892	850 00
	Hamilton, Robert S	B.A., Tor	Sci	1894	1,000 00
Goderich	Strang, Hugh Innis	B.A., Tor	Class	1871	1,300 00
	Moore, Alvin Joshua	B.A., Tor	Math	1880	950 00
	Charles, Henrietta	B.A., Tor	Eng., Hist., Fr., Ger	1889	1,000 00
	Grant, Burton D		Sci	1895	900 00
	McLellan, Kate			1895	650 00
	Strang, Rose			1896	600 00
Guelph	Davison, James	B.A., Vic	Math	1892	1,400 00
	Hill, Ethelbert Lincoln	B.A., Tor	Sci	1889	1,000 00
	Skinner, Kate Clara	B.A., Tor	Eng., Hist., Fr., Ger	1895	800 00
	Wilson, Henry Ernest	B.A., Tor	Class	1895	950 00
	Charlesworth, John William			1888	800 00
	Dobbie, William James	B.A., Tor	Commercial	1892	800 00
Hamilton	Thompson, Robert Allen	B.A., Tor	Math	1886	1,800 00
	Turner, John Burgess	B.A., Queen's	Math., Sci	1885	1,400 00
	Paterson, Andrew	M.A., Trin		1874	1,200 00
	Crawford, John Thomas	B.A., Tor	Math	1889	1,200 00
	Logan, William McGregor	M.A., Tor	Class	1892	1,200 00
	Hogarth, Eber Septimus	B.A., Tor	Eng., Hist., Fr., Ger	1892	1,200 00
	MacPherson, Frederick Fotheringham	B.A., Tor	Eng., Hist., Fr., Ger	1894	1,200 00
	Gill, James	B.A., Tor	Math	1892	1,100 00
	Morgan, Sydney Albert	B.A., Tor. B. Paed.	Class	1891	1,000 00
	Brown, Oliver Jenison	M.A., Vic		1881	1,000 00
	Doxsee, William Morley	B.A., Vic	Math.	1894	800 00
	Davidson, Margaret Cheyne			1876	800 00
	Asman, Henry Oldrid Evison	B.A., London, Eng.		1892	900 00

List of Principals and Assistants of High Schools (Including Collegiate Institutes), January, 1899.

Collegiate Institutes.	Principals and assistants. Name.	Degree.	Specialists.	Date of Appointment.	Salary.
					$ c.
Hamilton	Armstrong, William Gilnockie	M.A., Tor	Eng., Hist., Fr., Ger. (Inte'm)	1895	800 00
	Johnston, George Lang	B.A., Queen's		1888	800 00
	Morgan, Harriett Emma (Interim)			1897	500 00
Ingersoll	Briden, William	B.A., Queen's	Class., Eng., Hist.	1886	1,200 00
	Gundry, Arthur P.		Sci.	1894	1,000 00
	McDonald, George L	B.A., Tor	Eng., Hist., Fr, Ger.	1895	900 00
	Cameron, John Shaw		Math. (Interim)	1898	750 00
	Norman, Lambert	B.A., Tor	Eng., Hist. (Inter'm) Fr., Ger.	1897	700 00
Kingston	Ellis, William Stewart	B.A., Vic	Math., Sci	1893	1,800 00
	Sliter, Ernest Oscar	M.A., Tor	Class.	1888	1,200 00
	Dales, John Nelson	M.A., Tor	Eng., Hist., Fr., Ger	1889	1,200 00
	Marshall, John	M.A., Queen's	Eng. Hist.	1897	1,200 00
	Macdonald, Nerva E.	B.A., Queen's		1895	900 00
	Lingwood, Frederick H	B.A., Trin.	Class. (Interim)	1894	800 00
	Sills, William Ryerson	M.A., Queen's	Math	1897	1,050 00
	Marty, Sophia E.	M.A., Queen's	Eng., Hist. (Interim) Fr., Ger	1897	800 00
	Sexton, James Henry		Sci. (Interim)	1898	800 00
	Ward, William		Commercial.	1898	900 00
Lindsay	Harstone, John C.	B.A., Tor	Math.	1886	1,400 00
	Stevens, William H	B.A., McGill	Sci.	1889	1,100 00
	Hardy, Edwin A	B.A., Tor	Eng., Hist., Fr., Ger.	1889	1,100 00
	Hillock, Julia Sine	B.A., Tor	Fr., Ger.	1893	1,000 00
	Colling, James	B.A., Tor	Class.	1894	1,100 00
	McLean, James Stanley (Interim)	B.A., Tor	Commercial	1898	900 00
London	Merchant, Francis Walter	M.A., Vic	Eng., Hist., Math., Sci.	1891	2,200 00
	Little, Robert A.	B.A., Tor	Class.	1886	1,250 00
	Gray, Robert A	B.A., Tor	Math.	1887	1,250 00
	Radcliffe, Samuel John	B.A., Tor	Eng., Hist., Fr., Ger.	1891	1,200 00
	Ferguson, William C	B.A., Tor	Eng., Hist, Fr., Ger	1892	1,200 00
	Silcox, Sidney	B.A., B. Paed, Tor.	Sci.	1898	1,100 00
	McCool, John	M.A., Tor.	Eng., Hist., Fr., Ger.	1897	1,025 00
	McKee, George A.	B.A., Tor	Class.	1897	1,025 00
	Govenlock, William M.	B.A., Tor	Math.	1898	1,025 00
	McCready, Samuel B.	B.A., Tor	Sci. (Interim)	1898	1,000 00

	Wilson, Nicholas			1866	1,050 00
	Andrus, Guy A			1888	1,100 00
	Edwards, Clarence B			1894	1,050 00
	Riddell, Frank P	B.A., Tor	Class	1898	925 00
	Jones, Samuel S			1882	1,000 00
	Horton, Charles W		Eng., Hist	1895	975 00
	Dickinson, James A		Commercial	1895	975 00
	Voaden, Arthur		Commercial (Interim)	1898	925 00
	Hanson, Fannie M			1886	800 00
	Kelso, Alice C			1897	750 00
Morrisburg	Jamieson, James Smyth	M.A., Vic	Eng., Hist	1882	1,200 00
	Massey, Arthur W	B.A., Vic	Eng., Hist., Math	1892	800 00
	Colling, John Knowles (Interim)	B.A., Tor	Class	1897	700 00
	Kirkland, William Stuart		Sci. (Interim)	1898	700 00
	Nichols, Bessie H (Interim)	B.A., Tor	Eng., Hist., Fr., Ger	1898	550 00
	Wagar, Gardiner Lincoln	B.A., Tor	Math. (Interim)	1899	600 00
Napanee	Henry, Thomas McKee	B.A., Tor	Math	1890	1,400 00
	French, Frederick Wm	B.A., Tor	Class	1894	1,000 00
	Selwood, Frederick Shelton	B.A., Tor	Sci	1898	900 00
	VanEvery, John Fair (Interim)	B.A., Tor	Eng., Hist., Fr., Ger	1897	700 00
	Nichol, Margaret A			1892	600 00
	Smith, Margaret			1892	600 00
Niagara Falls	Dickson, James Dickson	B.A., Tor	Math	1893	1,300 00
	Walker, David M		Commercial	1893	1,000 00
	Currie, Peter W	B.A., Tor	Sci	1894	800 00
	DeBeauregard, Ester T	B.A., Tor	Eng., Hist., Fr., Ger.	1896	750 00
	Tasker, Lawrence Herman (Interim)	M.A., Tor	Class	1898	1,000 00
Ottawa	Macmillan, John	B.A., Tor	Eng., Hist	1881	2,400 00
	Jolliffe, Orion John	B.A., Vic	Class	1884	1,700 00
	McDougall Alexander Hiram	B.A., Tor	Math	1889	1,700 00
	Alexander, Luther Herbert	M.A., Tor	Eng. Hist., Fr., Ger	1894	1,400 00
	Sykes, Wm. John	B.A., Vic	Eng., Hist	1894	1,400 00
	Stothers, Robert			1887	1,200 00
	Norris, Isaac Taylor	B.A., Queen's	Math	1898	700 00
	Conklin, James Davidson		Commercial	1894	1,100 00
	Campbell, D. A (Interim)	B.A., Tor	Sci.	1896	1,100 00
	Graham, Wm. Andrew (Interim)	B.A., Tor		1895	850 00
	Scott, Bessie Mabel			1892	800 00
	McMillan, Herbert S (Interim)	B.A., Tor		1897	700 00
Owen Sound	Jenkins, Wm. H	B.A., Tor	Sci	1890	1,600 00
	Packham, James Henry	B.A., Vic	Math., Commercial	1884	1,100 00
	Murray, Thomas	B.A., Tor	Math	1897	1,100 00
	McKellar, Herbert H (Interim)	B.A., Tor	Fr., Ger	1898	1,000 00
	Parker, Francis R	B.A., Queen's	Class	1892	1,100 00
	Brough, Thomas Allardyce	B.A., Queen's	Eng., Hist	1893	1,100 00

Collegiate Institutes.	Principals and assistants. Name.	Degree.	Specialists.	Date of appointment.	Salary.
					$ c.
Owen Sound	Burgess, Herbert H		Eng., Hist	1892	1,100 00
	Shields, Alfred T			1894	700 00
Perth	Stevenson, Louis	B.A., B.Sc, Vic	Math. Sci.	1898	1,200 00
	Hardie, William	B.A., Tor	Class	1892	1,000 00
	Woods, Emma Orilla	B.A., Vic	Eng., Hist., Fr., Ger	1890	850 00
	Edmiston, Alfred James			1893	800 00
	Rosevear, Howard Stanley (Interim)	B.A., Tor., A.M., Harv.	Sci	1898	900 00
Peterborough	Fessenden, Cortez	M.A., Trin	Math	1890	2,000 00
	Fife, James A	B.A., Tor	Math Sci	1887	1,200 00
	Jeffries, John	B.A., Tor	Eng., Hist., Fr., Ger	1890	1,200 00
	Kenner, Henry R. H	B.A., Tor	Class	1893	1,120 00
	McCaig, James	M.A., LL.B, Tor.	Eng., Hist. (Interim)	1896	910 00
	O'Brien, Michael			1892	930 00
Ridgetown	Little, John George	B.A., Tor	Math.	1889	1,300 00
	Smith, James Harvey	M.A., Queen's	Sci	1888	1,000 00
	Reid, Robert	B.A., Tor	Eng., Hist., Fr., Ger	1895	800 00
	Messmore, J. Franklin	B.A., Tor	Class	1898	800 00
	Keillor, James			1892	650 00
Sarnia	Grant, David M	B.A., Tor	Class	1885	1,300 00
	Corbett, Lewis C	B.A., Tor	Eng., Hist., Fr., Ger	1891	1,100 00
	Corkhill, Edward James	B.A., Queen's	Sci	1891	1,000 00
	Campbell, Alexander	B.A., Tor	Math	1890	1,000 00
	Pottinger, Sylvia V			1875	750 00
Seaforth	Clarkson, Charles	B.A., Tor	Eng., Hist., Math., Sci	1887	1,300 00
	Robertson, Hugh S	B.A., Tor	Math	1895	1,000 00
	Stone, Samuel George	B.A., Tor	Class	1897	925 00
	Cheswright, Richard C		Sci	1893	925 00
	Kirkman, Mrs. Barbara		Fr., Ger	1884	725 00
Stratford	Mayberry, Charles Alexander	B.A., Tor	Class	1891	1,500 00
	Cornwell, Leslie J	B.A., Tor	Math	1893	1,100 00
	Addison, Margaret E. T	B.A., Vic	Eng., Hist., Fr., Ger	1892	1,000 00
	Mills, George K	B.A., Tor	Sci	1895	1,000 00

	Libby, Walter	B.A. Vic.	Eng., Hist., Fr., Ger	1897	1,000 00
	Malcolm, George	B.A., Queen's		1890	950 00
	Kilmer, Ernest E. C.		Sci. (Interim)	1895	800 00
Strathroy	Wetherell, James Elgin	B.A., Tor.	Class., Eng., Hist.	1883	1,600 00
	Patterson, Richard Allan	B.A., Tor.	Math	1898	1,000 00
	Cook, Margaret	B.A., Tor.	Eng., Hist., Fr., Ger.	1895	900 00
	Reynolds, Aaron Kilbourne		Sci	1890	1,000 00
	McCutcheon, Carlotta, J. K		Commercial	1895	850 00
St. Catharines	Henderson, John	M.A., Tor	Class, Eng., Hist	1872	1,600 00
	Robertson, William John	B.A., Tor. LL.B., Vic	Math	1874	1,200 00
	Giffin, John A	B.A., LL.B., Tor.	Sci	1892	1,100 00
	Cloney, Sarah Louisa	M.A., Queen's	Eng., Hist, Fr., Ger.	1896	900 00
	Laing, Arthur S. (Interim)		Commercial	1898	900 00
	Stevenson, William John		Eng. Hist	1892	700 00
	Caverhill, Arthur E			1894	700 00
St. Mary's	Martin, Stephen	B.A., Tor	Math	1889	1,200 00
	Follick, Thomas Henry	B.A., Vic	Sci	1885	1,000 00
	Clayton, Adelaide Helena	B.A., Tor.	Eng., Hist., Fr., Ger.	1891	850 00
	Glassey, David A	B.A., Tor.	Class	1894	900 00
	Wightman, Robert (Interim)	B.A., Tor.	Math.	1898	600 00
St. Thomas	Quance, Noah	B.A., Tor	Class	1891	1,500 00
	McGeary, John Henry	M.A., Tor	Math	1888	1,200 00
	Stevenson, Orlando John	M.A., Tor.	Eng., Hist., Fr., Ger.	1897	1,100 00
	Marty, Aletta Elise	M.A., Queen's	Fr., Ger	1894	1,200 00
	Lees, Richard	M.A., Queen's	Sci	1894	1,200 00
	Lavell, Cecil Fairfield	M.A., Queen's	Eng., Hist. (Interim)	1897	650 00
	Johnson, Robert Wilbur (Interim)			1898	650 00
Toronto (Harbord-st.)	Spotton, Henry Byron	M.A., Tor.	Class. Sci.	1891	2,500 00
	Hagarty, Edward William	B.A., Tor.	Class	1891	1,500 00
	Balmer, Eliza May	B.A., Tor	Eng., Hist., Fr., Ger.	1891	1,500 00
	Lawler, Gertrude	M.A., Tor.	Eng., Hist., Fr., Ger., Math	1891	1,500 00
	Smyth, Thomas H.	M.A., Tor.	Sci	1892	1,500 00
	Cox, John Loane	B.A., Tor.	Math	1891	1,500 00
	Eldon, Robert Henry		Math., Commercial	1892	1,200 00
	Forfar, Charles	B.A., Tor	Eng., Hist., Fr., Ge.	1893	1,200 00
	Little, David C	B.A., Tor.	Class	1892	1,200 00
	Kennedy, Lyman Aaron	M.A., Vic.		1893	1,200 00
	Strath, Robert Smith	B.A., Tor.	Math	1896	1,050 00
	Clark, Luther J	B.A., Queen's			
Toronto (Jameson ave.)	Embree, Luther Edmund	M.A., Tor.	Class., Eng., Hist., Fr., Ger	1888	2,500 00
	Smith, Gilbert Acheson	B.A., Tor.	Sci	1889	1,500 00
	Ryckman, Louise L	B.A., Tor.	Class., Eng., Hist., Fr., Ger	1891	1,500 00
	Birchard, Isaac J	M.A., Tor.	Math	1893	1,500 00
	Crawford, Henry J	B.A., Tor	Class.	1894	1,500 00
	Millar, James			1888	1,500 00

List of Principals and Assistants of High Schools (Including Collegiate Institutes), January, 1899.

Collegiate Institutes.	Principals and assistants. Name.	Degree.	Specialists.	Date of Appointment	Salary.
					$ c.
Toronto (Jameson ave.)	Wisner, John Anderson	M.A., Trin	Commercial	1889	1,500 00
	Spence, Nellie	B.A., Tor	Class., Eng., Hist	1889	1,200 00
	Sinclair, John	B.A., Tor		1898	1,050 00
Toronto (Jarvis st.)	MacMurchy, Archibald	M.A., Tor	Math	1872	2,500 00
	Chase, George A	B.A., Tor	Eng., Hist., Fr., Ger	1889	1,500 00
	Manley, Frederick Fitzpayne	M.A., Tor	Math	1875	1,700 00
	Shaw, George Edmund	B.A., Tor	Eng., Hist., Fr., Ger	1876	1,500 00
	Grant, Wilbur		Math	1881	1,500 00
	Michell, William C	B.A., Tor	Class	1897	1,050 00
	Crawford, William Glover	B.A., Tor	Class	1872	1,500 00
	McEachern, Neil	B.A., Tor	Sci	1886	1,500 00
	MacMurchy, Helen			1880	900 00
	Thomas, Janie			1882	900 00
	Lehmann, Carl (Interim)	B.A., Tor		1898	1,000 00
Whitby	Waugh, John	B.A., Tor., D. Paed.	Class	1896	1,200 00
	Hogarth, George Henry	B.A., Tor	Math	1891	900 00
	Henderson, Anson G		Commercial	1881	960 00
	Jones, George M	B.A., Tor	Eng., Hist., Fr., Ger., (Intr'm)	1896	700 00
	Dent, William A (Interim)		Sci	1896	700 00
Windsor	Cody, William Stephen	B.A., Tor	Math	1893	1,500 00
	Gavin, Frederick P	B.A., Queen's	Sci	1892	1,000 00
	Bell, Frederick Henry	B.A., Tor	Eng., Hist., Fr., Ger	1898	900 00
	McVicar, Archibald (Interim)	B.A., Tor	Eng., Hist	1898	750 00
	Rose, Jean M	B.A., Tor	Class	1895	900 00
	Symington, Marion (Interim)			1895	700 00
	Neilson, James		Commercial	1898	800 00
Woodstock	Levan, Isaac Master	B.A., Tor	Class., Eng., Hist., Fr., Ger.	1898	1,500 00
	Griffin, Albert Dyke		Math	1882	1,100 00
	Kerr, Charles Staple	B.A., Tor	Eng., Hist (Interim) Class	1889	1,000 00

High Schools.					
Alexandria	Stevenson, Andrew	B.A., Tor	Eng., Hist	1896	1,000 00
	Cole, James McLarty		Sci	1898	1,000 00
	Srigley, Edgar Cooper		Commercial	1895	750 00
	Errett, Charles Francis			1897	700 00
	McKay, Donald	B.A., Tor	Class	1895	1,250 00
	Longmore, H. Bruce (Interim)	B.A., Queen's		1898	700 00
	O'Brien, Lizzie			1896	600 00
Almonte	McGregor, Peter Campbell	B.A., Queen's	Class	1882	1,100 00
	Galbraith, Robert	B.A., Queen's	Math (Interim)	1897	738 00
	Armour, Amy A		Fr, Gr. (Interim)	1893	724 00
	Thompson, Maggie J	B.A., Queen's	Fr, Ger.(Interim) Eng., Hist	1895	695 00
Arnprior	Morrow, Achiba'd Elston	B.A., Tor	Class	1898	1,000 00
	Rudlen, William George (Interim)	B.A., Tor	Math	1898	650 00
	Day, Alfred Ernest (Interim)	M.A., Queen's	Fr., Ger.	1898	550 00
Arthur	Snider, E. Egerton	B.A., Vic	Math	1896	1,050 00
	Mowbray, William	B.A., Tor	Eng., Hist (Interim)	1896	675 00
	Martin, John Moore (Interim)	B.A., Tor	Sci	1898	500 00
Athens	Mills, John Hudson	M.A., Queen's	Class	1894	1,125 00
	Massey, Norman Levi	B.A., Vic	Math	1898	750 00
	Blackwell, George Frederick			1893	800 00
	Bishop, Charles P			1895	700 00
Aurora	Mulloy, Charles W.	B.A., Tor	Class	1896	1 000 00
	Rice, John			1895	650 00
	Mills, Martha (Interim)	B.A., Queen's	Fr., Ger	1898	400 00
Beamsville	Myer, Albert Nicholas	M.A., Trin	Math (Interim)	1898	800 00
	Ball, Kathleen Hester			1892	550 00
Belleville	Milburn, Edward Fairfax	B.A., Trin		1893	1,200 00
	Knight, William W		Math	1892	900 00
	Clarke, Henry Jellyman		Sci	1892	850 00
	McRae, Jessie Carre			1888	600 00
	Lutton, James T. (Interim)	B.A., Tor	Class	1898	700 00
Berlin	Connor, James William	B.A., Tor	Class., Eng, Hist	1870	1,500 00
	Forsyth, David	B.A., Tor	Math	1876	1,200 00
	Sheppard, Frederick William		Eng., His	1888	900 00
	Eby, Minnie Dorothy	M.A., McMaster		1898	550 00
Bowmanville	Gilfillan, James	B.A., Queen's	Sci	1880	1,100 00
	Tamblyn, W. W	M.A., Tor.	Class., Eng. Hist., Fr., Ger.	1897	900 00
	Frost, Francis H.	B.A., Tor	Math	1896	800 00
	Bragg, Thomas G (Interim)	B.A., Tor	Class., Fr., Ger	1897	800 00

List of Principals and Assistants of High Schools (Including Collegiate Institutes) January, 1899

High Schools.	Principals and assistants. Name.	Degrees.	Specialists.	Date of appointment.	Salary.
					$ c.
Bradford	Rogers, James C	B.A., Queen's	Eng., Hist., Fr., Ger	1896	1,000 00
	McLean, Allan			1892	700 00
	Burgess, John A			1895	650 00
Brampton	Fenton, William J	B.A., Tor	Class	1894	1,200 00
	Galbraith, William John	B.A., Trin	Fr., Ger	1887	900 00
	Howard, Edwy S	B.A., Vic	Eng., Hist	1892	900 00
	Warren, James M	B.A., Tor	Math	1897	900 00
	Cosens, Absalom (Interim)	B.A., Tor	Sci	1897	650 00
Brighton	Newman, George E	B.A., Queen's	Fr., Ger. (Interim) Eng. Hist	1896	900 00
	Burke, Alexander			1894	700 00
Caledonia	McRitchie, Alexander Robinson	B.A., Tor	Sci	1897	900 00
	Aubin, Alfred Lerrier	B.A., Oxon	Class	1897	700 00
	Davis, John S	B.A., Queen's		1898	650 00
Campbellford	Shields, Alexander M	B.A., Tor	Eng. His	1890	1,100 00
	Hume, John P	B.A., Queen's		1896	800 00
	Boyes, Robert		Math	1895	700 00
	Dolan, John Henry (Interim)	B.A., Queen's	Class	1898	500 00
Carleton Place	Patterson, William John	M.A., Queen's	Math	1892	1,100 00
	McIntosh, William Daniel	B.A., Queen's	Eng., Hist	1895	800 00
	McDonald, Neil			1891	700 00
	McNeeley, Lizzie (Interim)	B.A., Tor	Eng, Hist	1897	550 00
Cayuga	Skeele, James Eton	B.A., Tor		1897	900 00
	Moshier, David D	B.A., Tor		1897	700 00
	Seaton, Edward T	B.A., Queen's	Math (Interim)	1897	750 00
Colborne	Bellamy, W	B.A., Vic		1892	925 00
	Folk, Henry J			1894	600 00
Cornwall	Knight, Adolphus Gustavus	B.A., Vic	Class., Eng., Hist	1897	1,300 00

	Nugent, James			1884	900 00
	Fitzgerald, Eliza S	B.A., Queen's	Class	1899	1,100 00
	McLean, Allan Edmund			1898	750 00
	Birchard, Alexander Fraser			1898	550 00
Deseronto	Smellie, W. K. T	B.A., Tor	Sci	1896	1,100 00
	Whyte, Robert (Interim)	B.A., Tor		1896	750 00
	Brown, William Edward			1898	550 00
Dundas	Reid, Joseph	M.A., LL.B., Tor	Class	1895	1,200 00
	Hill, Richard J			1892	850 00
	Panton, Agnes Wilkie			1892	550 00
Dunnville	Cooke, John A	B.A., Queen's	Class	1896	850 00
	Marshall, Thomas	B.A., Tor		1896	750 00
	Robertson, George D			1893	600 00
Dutton	Payne, John Charles	B.A., Tor		1894	800 00
	Taylor, John Andrew (Interim)	B.A., Queen's	Sci.	1898	600 00
	Anglin, Robert W (Interim)	M.A., Queen's	Math.	1898	500 00
Elora	McMurchy, Norman	B.A., Tor	Sci	1895	1,000 00
	Carter, Janet Wishart	M.A., Tor	Fr., Ger	1893	600 00
	Durnin, George A (Interim)			1898	600 00
Essex	Crassweller, Christopher L	B.A., Tor	Math	1888	1,150 00
	Taylor, John W	B.A., Tor	Class. (Interim)	1898	650 00
	Keith, George Walter (Interim)	B.A., Tor	Math.	1898	550 00
Fergus	Perry, Peter	M.A., Trin	Class	1889	1,000 00
	Campbell, Archibald L			1894	700 00
	Rowsom, Alice Gertrude	B.A., Tor	Fr., Gr	1896	500 00
Forest	Preston, Thomas	B.A., Tor		1897	800 00
	Dandy, William Percy (Interim)	B.A., Tor		1897	600 00
	Tennant, Adelaide Emma (Interim)	B.A., Tor	Eng., Hist., Fr., Gr.	1898	500 00
Gananoque	Graham, Robert George	B.A., Vic	Math	1894	1,100 00
	Chadsey, Stanley B			1896	650 00
	McPherson, Walter E	B.A., Tor	Eng., Hist., Fr., Gr. (Intr'm)	1897	800 00
Georgetown	Coutts, Richard David	B.A., Tor	Class. (Interim)	1897	1,000 00
	Lindsay, Adeline	B.A., Tor	Math	1894	700 00
	Hutt, Janet M			1894	650 00
	Wetherald, Hubert M (Interim)			1897	550 00
Glencoe	Thompson, Peter James	B.A., Tor	Sci. (Interim)	1898	1,000 00
	Morrow, John Duncanson	B.A., Tor	Class	1898	650 00
	Weekes, Edith Annie			1896	400 00
	Allin, Elizabeth (Interim)	B.A., Tor	Fr., Gr.	1898	450 00

List of Principals and Assistants of High Schools (Including Collegiate Institutes), January, 1899.

High Schools.	Principals and assistants. Name.	Degree.	Specialists.	Date of appointment.	Salary.
					$ c.
Gravenhurst	Muldrew, William H	B.A., Queen's	Math., Sci	1894	1,000 00
	Patterson, Ruth	B.A., Tor		1898	500 00
Grimsby	Harrison, Charles W	M.A., Vic		1894	800 00
	Barr, Janet			1894	500 00
Hagersville	McNicol, James	B.A., Tor		1892	1,000 00
	Kaiser, Jesse B			1891	800 00
	Wright, Robert			1896	600 00
Harriston	McMurchie, James	B.A., Tor	Math	1881	1,300 00
	Liebner, Ernest		Sci	1895	800 00
	McFayden, Donald (Interim)	B.A., Tor	Class	1897	800 00
	Dingle, Grace Keen (Interim)	B.A., Tor	Eng ,Hist.,Fr.,Gr.	1898	450 00
Hawkesbury	Shotwell, William	B.A., Tor	Fr., Ger. (Interim	1897	1,000 00
	Wright, William George			1896	650 00
	Higginson, Maria A (Interim)			1897	450 00
Iroquois	Jackson, Joseph A	B.A., Vic		1893	1,000 00
	Stanley, Thomas E. A	B.A., Tor	Math	1897	800 00
	Craig, William Dixon (Interim)	B.A., Tor	Sci	1898	700 00
	Rose, Nellie		Fr., Ger	1898	500 00
Kemptville	Dillane, William	B.A., Tor		1895	1,050 00
	Nelson, John		Math	1896	650 00
	Emery, John W		Sci	1895	650 00
	Cæsar, Lawson	B.A., Tor	Class	1896	650 00
Kincardine	Perry, Samuel Walter	B A , Vic	Class	1890	1,030 00
	Gray, James	M.A., Tor		1890	950 00
	Norris James	M.A., Queen's	Math	1894	900 00
	Farquharson, Robert A	B.A., Queen's		1892	850 00
Leamington	Elliott, John	B.A., Queen's	Eng., Hist., Math	1896	1,100 00
	Brown, Lyman	M.A., Tor	Class	1897	700 00
	Scratch, Lennie M		Sci	1896	660 00

	Weidenhammer, Frederick J	B.A., Tor	Fr., Ger.....(Interim)	1897	600 00
Listowel	Phillips, William Alexander	B.A., Tor	Eng., His., Fr., Ger	1892	1,000 00
	Nichol, William Wallace	B.A., Tor	Math	1898	700 00
	Stoddart, Robert .....(Interim)	B.A., Tor	Class .....(Interim)	1898	600 00
Lucan	Stuart, Frederick Alfred	B.A., Tor	Sci	1897	1,000 00
	Tier, William	M.A., Tor	Math	1896	750 00
	Hillen, Elizabeth M			1896	500 00
Madoc	Watson, Alexander H	B.A., Tor		1889	1,150 00
	Ivey, Thomas Jayne	M.A., Tor	Sci	1896	650 00
Markham	Reed, George Henry	B.A., Tor.; B. Paed	Class	1890	1,000 00
	Doidge, Thomas C	B.A., Tor	Com., (Interim) Math	1894	750 00
	Annis, Mary	B.A., Tor	Fr., Ger.....(Interim)	1895	525 00
	Miller, Nannie, M.A		Eng., Hist	1894	475 00
	Furlong, Thomas H	M.A., Queen's	Sci	1897	600 00
Meaford	Mowat, Alexander	B.A., Tor		1892	1,100 00
	Huff, Samuel		Sci	1892	750 00
	Howson, E. Bertha	B.A., Tor	Fr., Ger.....(Interim)	1897	550 00
	Dundas, Arthur A	B.A., Tor		1897	500 00
Mitchell	Elliot, William	B.A., Tor	Math	1882	1,050 00
	Fry, Frank De Witt	B.A., Tor	Eng., Hist., Fr., Ger. (Intr'm)	1895	850 00
	May, William F			1895	750 00
Mount Forest	Brethour, John Henry	B.A., Vic	Class	1891	1,100 00
	Pearson, Alexander	B.A., Tor		1895	725 00
	McCutcheon, Frederick William Caswell . (Interim)	B.A., Tor	Math., Eng., Hist.	1897	700 00
Newburgh	Nesbit, David Ashton	B.A., Queen's		1893	1,000 00
	Brown, Percy W		Sci. (Interim)	1898	550 00
	Denyes, James Malcolm.....(Interim)	B.A., Queen's		1898	550 00
Newcastle	Davidson, Hugh	B.A., Tor		1887	825 00
	Cathro, Elizabeth D .....(Interim)			1897	400 00
Newmarket	Dickson, John Elder	B.A., Tor	Class., Eng., Hist	1880	1,100 00
	Hollingshead, John Edwin			1884	700 00
	Starr, Hannah Jane .....(Interim)			1898	450 00
Niagara	Ireland, William W	B.A., Mtba	Math	1898	800 00
	Carnochan, Janet			1878	450 00
Niagara Falls South	Sherin, Frederick	M.A., Vic	Math	1894	1,000 00
	McManus, Emily	M.A, Queen's	Eng., Hist	1895	600 00
	McLaughlin, Robert P .....(Interim)			1898	500 00
Norwood	Davidson, John	M.A., LL.B., Vic.	Class	1882	1,100 00

List of Principals and Assistants of High Schools (Including Collegiate Institutes), January, 1899

High Schools.	Principals and assistants. Name.	Degree.	Specialists.	Date of appointment.	Salary.
					$ c.
Norwood	McPherson, Angus W. (Interim)	B.A., Tor.		1898	600 00
	Snowden, Herbert A. (Interim)			1898	600 00
Oakville	Wellwood, Nesbitt John	B.A., Tor.	Math	1877	1,050 00
	Lusk, Charles Horace			1871	750 00
Omemee	Jardine, William Wilson	B.A., Tor.		1898	800 00
	Morgan, John James	B.A., Vic.	Sci. (Interim)	1896	600 00
Orangeville	Steele, Alexander	B.A., Tor.	Eng., Hist., Math	1879	1,400 00
	Jenkins, Robert Smith	M.A., Tor.	Class, Fr., Ger.	1894	800 00
	Lee, Samuel C. (Interim)	B.A., Trin.	Sci.	1897	700 00
	Clarke, Frederick Hall	B.A., Tor.	Eng., Hist., Fr., Ger. (Int'rm)	1895	700 00
	Evans, Nellie Shortreed			1895	400 00
Orillia	Ryerson, Jesse	B.A., Tor.	Math	1882	1,200 00
	Rogers, George Franklin	B.A., Vic.	Sci.	1894	800 00
	Watterworth, Minnie Dela	B.A., Tor.	Eng., Hist., Fr., Ger.	1892	800 00
	Thomson, David	B.A., Tor.		1892	860 00
	Williams, Florence Eveline			1894	600 00
Oshawa	Smith, Lyman C.	B.A., Vic.	Class., Eng., Hist.	1882	1,300 00
	Siemon, Edward T.	B.A., Vic.	Math	1892	950 00
	Riddell, Agnes Rutherford (Interim)	M.A., Tor.	Eng., Hist., Fr., Ger.	1898	600 00
	Panton, Jessie R. H.			1886	650 00
	Kinver, Maggie M.			1895	500 00
Paris	Bell, Walter N.	B.A., Tor.	Class.	1898	1,200 00
	Armstrong, George H.			1875	900 00
	Wilson, Thomas Matheson (Interim)	B.A., Tor.	Sci.	1898	700 00
Parkhill	McDougall, Neil	B.A., Tor.	Sci. (Interim)	1897	750 00
	Libby, Minnie Fennessy	B.A., Vic.	Eng., Hist., (Interim)	1895	660 00
	Thompson, John Fletcher (Interim)	B.A., Tor.	Class.	1898	550 00
Pembroke	Ross, Ralph	B.A., Tor.	Class.	1895	1,100 00
	Standing, Thomas W.	B.A., Tor.	Math	1895	800 00

	Shirreff, Robert Marshall		Fr., Ger. (Interim)	1895	750 00
	Miller, May			1895	600 00
Petrolea	Tell, John Johnstone	B.A., Tor		1888	1,200 00
	Clyde, William	M.A., Queen's		1888	1,050 00
	Montgomery, William	B.A., Tor	Math	1889	900 00
	Brown, Harry W	B.A., Tor	Eng., Hist, Fr., Ger. (Intr'm)	1894	850 00
Picton	Dobson, Robert	B.A., Vic	Math	1880	1,200 00
	Morden, Gilbert Walworth	B.A., Queen's	Sci	1895	1,000 00
	Hendrick, Archer W (Interim)	B.A., Tor		1897	800 00
	Ackerman, Effie M (Interim)	B.A., Tor		1897	600 00
	Jolliffe, Richard Orlando (Interim)	B.A., Tor	Class	1898	700 00
Port Arthur	McCulloch, Andrew	M.A., Queen's		1894	1,200 00
	Morgan, James William		Eng., Hist	1890	1,000 00
Port Dover	Liddy, William R	B.A., Tor.	Sci. (Interim)	1899	800 00
	Martin, John Strickler (Interim)	B.A., Tor		1898	500 00
Port Elgin	Lillie, John Turner	B.A., Vic	Class	1889	1,200 00
	Innes, Alexander R			1892	750 00
	Mitchell, John Worth (Interim)			1897	600 00
Port Hope	Kirkconnell, Thomas A	B.A., Queen's	Math	1888	1,200 00
	Mabee, George E	B.A., Tor	Fr, Ger. (Interim)	1894	900 00
	Weir, Anne (Interim)	B.A., Tor	Eng., Hist., Fr, Ger	1897	780 00
	Erculs, Ira D		Sci. (Interim)	1896	850 00
	Moir, Katharine Elizabeth			1896	550 00
Port Perry	McBride, Dugald	B.A., Vic	Class., Math	1871	1,300 00
	Stone, George			1883	850 00
	MacArthur, Christina M			1895	600 00
	Underhill, James A			1895	575 00
Port Rowan	Pugsley, Edmund	B.A., Vic	Sci. (Interim)	1896	850 00
	McQueen, James M (Interim)			1897	400 00
Prescott	Rose, Robert Charles	B.A., Tor	Math	1896	1,000 00
	McKim, William Andrew (Interim)	B.A., Tor	Eng., Hist	1897	650 00
	Croskery, Robert Arthur (Interim)	B.A., Queen's	Class	1896	650 00
Renfrew	McDowell, Charles	B.A., Queen's	Math	1879	1,000 00
	Bryan, Hugh Wallace (Interim)	M.A., Queen's		1897	750 00
	Ewing, William Campbell	M.A., Queen's	Sci	1896	700 00
	Menish, Jean Isabel (Interim)	B.A., Queen's	Eng., Hist., Fr, Ger	1898	500 00
Richmond Hill	Coombs, Ernest	M.A., Tor, P. Paed	Class	1895	1,000 00
	Johnston, Frederick James	B.A., Tor	Sci (Interim)	1898	600 00
Simcoe	Christie, James Douglas	B.A., Tor	Eng., Hist., Fr., Ger	1888	1,300 00

LIST OF PRINCIPALS AND ASSISTANTS OF HIGH SCHOOLS (INCLUDING COLLEGIATE INSTITUTES), JANUARY, 1899.

High Schools.	Principals and assistants. Name.	Degree.	Specialists.	Date of appointment.	Salary.
					$ c.
Simcoe	Howell, William B. L (Interim)	B.A., Tor	Class.	1896	800 00
	Power, John Francis	M.A., Queen's	Sci. (Interim)	1897	800 00
	Wood, W. Archibald (Interim)	B.A., Tor	Math	1897	650 00
Smith's Falls	Houston, John Arthur	M.A., Trin	Math	1887	1,200 00
	Stubbs, Samuel John	B.A., Tor	Class	1897	700 00
	Johnston, John Kenneth	M.A., Queen's	Sci. (Interim)	1897	700 00
	Smith, Claribel	B.A., Tor	Eng., Hist. (Interim)	1897	500 00
Smithville	Tremeer, James	B.A., Vic	Class	1898	950 00
	McArthur, Edith M. (Interim)			1898	400 00
	Bridgman, Clara (Interim)			1899	360 00
Stirling	Carstairs, John Stewart	B.A., Tor	Eng., Hist. (Interim)	1894	900 00
	Kennedy, George E.	B.A., Vic	Sci. (Interim)	1893	750 00
Streetsville	Cameron, Aldis W.	B.A., Tor	Eng., Hist. (Interim)	1898	800 00
	Forbes, John William	B.A., Tor	Math	1896	600 00
Sydenham	Flach, Ulysses J.	M.A., Tor	Math	1895	1,000 00
	Harvey, William Blakely			1890	800 00
	Spooner, Armon C. (Interim)	B.A., Queen's	Eng., Hist.	1897	500 00
Thorold	Bald, William Francis	B.A., LL.B., Tor.	Class	1898	1,000 00
	Smith, Margaret T. Hübner			1898	550 00
	Carefoot, George A (Interim)		Sci.	1896	650 00
Tilsonburg	Ross, Alexander H. D.	M.A., Queen's	Sci., Math	1896	950 00
	Auld, Charles	B.A., Tor.	Math. (Interim)	1898	650 00
	McIntyre, Alexander Duff (Interim)	B.A., Tor		1899	600 00
Toronto Junction	Colbeck, Franklin Charles	B.A., Vic.	Class., Eng., Hist.	1894	1,350 00
	Gourlay, Richard	B.A., Tor.	Class., Math	1893	1,000 00
	Eastwood, Ida Gertrude	B.A., Tor	Eng., Hist., Fr., Ger.	1892	1,000 00
	Chrysler, Minton A	B.A., Tor.	Sci.	1895	900 00
	Page, Ralph Barlow (Interim)	B.A., Tor.	Eng., Hist., Fr., Ger	1898	500 00
Trenton	Ingall, Elmer Ellsworth	B.A., Tor.		1895	1,000 00
	Longman, Edwin		Math	1892	725 00
	Pattee, Mrs. Ada.		Eng, Hist.	1889	700 00

Uxbridge	Park, Henry George	B.A., Tor	Class. (Interim)	1897	1,000 00
	Carr, Walter Reuben (Interim)	B.A., Tor	Math.	1897	700 00
	Barr, Lydia			1891	500 00
	Struthers, Jean			1896	500 00
Vankleekhill	Jamieson, Thomas	B.A., Vic	Math	1889	900 00
	Might, Lincoln		Sci. (Interim)	1892	650 00
	Clothier, James O			1895	550 00
	McKinnon, Charles (Interim)			1899	500 00
Vienna	McGregor, J. O			1898	750 00
	Voaden, John B			1894	475 00
Walkerton	Morgan, Joseph	M.A., Tor	Class	1881	1,200 00
	Witton, James Gayford	B.A., Tor	Math	1896	1,000 00
	Field, John Morden (Interim)	B.A., Tor	Eng., Hist., Fr., Ger.	1896	850 00
	Conn, Henry	B.A., Tor	Sci. (Interim)	1898	800 00
Wardsville	Weidenhammer, William B	B.A., Tor	Eng., Hist.,Fr.,Ger.(Intr'm)	1896	825 00
	Haviland, Hugh J	B.A., Tor	Class. (Interim)	1898	500 00
Waterdown	Freeman, John Alexander	B.A., Tor	Class	1893	950 00
	Ferguson, Miles		Math	1896	600 00
	Aitchison, Belle			1897	400 00
Waterford	Kinnear, Louis	M.A., Tor		1897	1,000 00
	Clapp, Charles R			1892	700 00
	Silverthorne, Leslie (Interim)	B.A., Tor		1897	500 00
Watford	Potter, Charles	B.A., Tor	Math	1892	1,000 00
	Race, Wilfred Ballentine			1893	700 00
	Reid, Minerva E (Interim)			1896	500 00
	Williams, Lorne Joseph (Interim)			1898	475 00
Welland	McCuaig, Herbert M	B.A., Queen's		1891	1,100 00
	McNiece, James	B.A., Tor	Sci. (Interim)	1896	750 00
	Harding, Nina May	B.A., Tor	Eng., Hist., Fr., Ger.	1897	550 00
	Laven, Ada F			1893	550 00
Weston	Elliott, Thomas E	B.A., Tor	Eng., Hist., Fr., Ger	1890	1,150 00
	Leighton, Robert H			1895	600 00
Wiarton	Snell, Joseph A	M.A., Queen's	Math	1896	1,050 00
	Baines, Archibald W			1895	600 00
	Millar, Frederick Gourlay (Interim)	B.A., Tor		1898	500 00
Williamstown	McDonald, James	M.A., Queen's	Class	1898	1,000 00
	Witheril, Ebenezer Rufus			1895	750 00
	Robertson, Alexander Morton	M.A., Queen's	Math., Fr., Ger. (Interim)	1897	600 00

Recapitulation.

Number of schools. Sex of teachers.	Number of teachers.	Salaries.	Universities, etc, of teachers.	Date of Appointment.
	Collegiate Institutes.	Collegiate Institutes.	Collegiate Institutes.	
Collegiate Institutes 37	Principals 57	Highest salary $2,500 00	Toronto 147	1.....1866
High Schools 93	Assistants 229	Average " H.M. 1,577 00	Victoria 17	1.....1870
130		" " A.M. 986 00	Queen's 25	3.....1871
	Total 266	Average salary $1,068 00	Trinity 7	3.....1872
			McGill 1	1.....1873
			McMaster 1	2.....1874
			British 1	2.....1875
			Harvard 1	3.....1876
			Interim 42	2.....1877
			Specialists 221	1.....1878
			D. Paed 1	2.....1879
			B. Paed 2	5.....1880
				6.....1881
Teachers.	High Schools.	High Schools.	High Schools.	9.....1882
				4.....1883
Gentlemen 177		Highest salary $1,500 00	Toronto 136	5.....1884
Ladies 94	Principals 93	Average " H.M. 1,044 00	Victoria 25	5.....1885
	Assistants 212	" " A.M. 670 00	Queen's 44	8.....1886
Total 571			Trinity 6	8.....1887
	Total 305	Average salary $784 00	McMaster 1	18.....1888
			Mtba 1	21.....1889
			British 1	17.....1890
			Interim 105	23.....1891
			Specialists 184	51.....1892
			B. Paed 2	33.....1893
				45.....1894
	Grand Total.	Grand Total.	Grand Total.	60.....1895
				60.....1896
	Principals 130	Highest salary $2,500 00	Toronto 283	71.....1897
	Assistants 441	Average " 1,196 00	Victoria 42	95.....1898
		" " 834 00	Queen's 69	6.....1899
	Grand Total.. 571		Trinity 13	571
		Average salary $916 00	McGill 1	
			McMaster 2	
			Mtba 1	
			British 2	
			Harvard 1	
			Interim 147	
			Specialists 405	
			D. Paed 1	
			B. Paed 4	

APPENDIX O.—*UNIVERSITY OF TORONTO; COUNCIL OF THE UNIVERSITY; COUNCIL OF UNIVERSITY COLLEGE; SCHOOL OF PRACTICAL SCIENCE.*

1. ANNUAL REPORT OF THE UNIVERSITY OF TORONTO, 1897-98.

To His Honor, the Honorable Sir Oliver Mowat, K.C.M.G., Lieutenant-Governor of the Province of Ontario, Visitor of the University of Toronto.

May it please Your Honor:

The Chancellor, Vice-Chancellor, and members of the Senate of the University of Toronto, have the honor to present their report upon the condition and progress of the University for the year 1897-98.

The following tabulated statement of the admission to degrees, and *ad eundem statum* and of the members who matriculated in the different Faculties from June, 1897, to June, 1898, is submitted:

Law—

Matriculation	4
Ad eundem statum, from other Universities	2
Degree of LL.B.	3

Medicine—

Matriculation	42
Ad eundem statum, from the College of Physicians and Surgeons.	8
Ad eundem statum, from other Universities.	2
Degree of M.B.	55
Degree of M.D.	1

Arts—

Matriculation	204
Ad eundem statum, from other Universities.	13
Degree of B.A.	152
Degree of M.A.	15

Agriculture—

Degree of B.S.A.	11

Pedagogy—

Degree of B. Paed	1
Degree of D. Paed	1

Dentistry—

Matriculation	5
Ad eundem statum, from the Royal College of Dental Surgeons.	64
Degree of D.D.S.	51

Music—

Matriculation	4
Degree of Mus. Bac.	2

Pharmacy—

Matriculation	2
Ad eundem statum, from the Ontario College of Pharmacy	49
Degree of Phm. B.	51

Engineering—

Degree of C.E	3

Applied Science—

Degree of B. A. Sc.	7

During the year thirteen hundred and eighty-five candidates were examined in the different Faculties, as follows:

Faculty of Law	7
Faculty of Medicine	188
Faculty of Arts.	964
Department of Agriculture	15
Department of Pedagogy	4
Department of Dentistry	128
Department of Music	18
Department of Pharmacy	51
Department of Engineering	3
Department of Applied Science	7
Total	1385

(Signed), W. MULOCK,
Vice-Chancellor.

Toronto, December 29th, 1898.

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2. Annual Report of the Council of the University of Toronto, 1897-1898.

To His Honor the Honorable Sir Oliver Mowat, K.C.M.G., Lieutenant-Governor of the Province of Ontario, Visitor of the University of Toronto.

May it Please Your Honor:

The Council of the University of Toronto begs leave to present to your Honor the following report for the academic year ending with the 30th of June, 1898.

In accordance with the provisions of the new University Act, the University Council is now charged with the work of instruction in Arts, Law and Medicine; the subjects in the Faculty of Arts being, however, restricted to Mathematics, Physics, Mineralogy and Geology, Chemistry, Zoology, Botany, Physiology, History, Ethnology, Comparative Philology, History of Philosophy, Logic and Metaphysics, Italian and Spanish, and Political Science.

Under this arrangement the members of the teaching faculties of Arts and Law for the past session were as follows :—

STAFF 1897-1898.

Faculties of Arts and Law.

President, James Loudon, M.A., LL.D.

Physics :

Professor, James Loudon, M.A., LL.D.
Demonstrator, W. J. Loudon, B.A.
Lecturer, C. A. Chant, B.A.
Assistant-Demonstrator, J. C. McLennan, B.A.

Mathematics :

Professor, Alfred Baker, M.A.
Lecturer, A. T. DeLury, B.A.
Fellow, W. J. Rusk, B.A.

Chemistry :

Professor, W. H. Pike, M.A., Ph. D.
Lecturer, W. L. Miller, B.A., Ph. D.
Lecturer, F. J. Smale, B.A., Ph. D.
Fellow, F. B. Allan, B.A.
Lecture-Assistant, F. B. Kenrick, B.A., Ph. D.

Biology :

Professor, R. Ramsay Wright, M.A , B. Sc.
Lecturer, E. C. Jeffrey, B.A.
Assistant-Demonstrator, R. R. Bensley, B.A., M.B.
Fellow, R. A. Bensley, B.A.

Physiology :

Associate-Professor, A. B. Macallum, B.A., M.B., Ph. D.

Mineralogy and Geology :

Acting-Professor, A. P. Coleman, M.A., Ph. D.
Instructor, W. A. Parks, B.A.

Comparative Philology :

Professor, Maurice Hutton, M.A.

History and Ethnology :

Professor G. M. Wrong, M.A.

Political Economy and Constitutional History :

Professor, James Mavor.
Fellow, W. H. Moore, B.A.
Mackenzie Fellow in Political Science, S. M. Wickett, B.A.
Mackenzie Fellow in Political Science, G. C. Sellery, B.A.

Philosophy:

Professor of History of Philosophy, J. G. Hume, M.A., Ph.D.
Lecturer and Demonstrator, A. Kirschmann, Ph.D.
Lecturer, F. Tracy, B.A., Ph.D.

Italian and Spanish:

Associate-Professor, W. H. Fraser, B.A.
Instructor in Spanish, P. Toews, M.A., Ph.D.
Instructor in Italian, E. J. Sacco.

Roman Law, General Jurisprudence and History of English Law:

Professor, Hon. William Proudfoot.

Constitutional and International Law:

Professor, Hon. David Mills.

The following tables exhibit the numbers attending the pass and honor lectures in University subjects:

Pass.

Subjects	Mathematics	Physics	Chemistry	Biology	Mineralogy and geology	Philosophy	Logic	Political Science	History
First Year	122	37	.....	113	.....	.....	.....	.....	.....
Second Year	.....	11	13	.....	77	120	120	.....	75
Third Year	.....	5	1	.....	.....	.....	.....	49	30
Fourth Year	34	.....	1	.....	.....	32	.....	64	28
Totals	156	53	15	113	77	152	120	113	133

In no case do the numbers above include honor students.

Instruction in Physics, Biology and Chemistry was given to sixty-three students of the first year in Medicine; in Physics to seventy-two students of the first year and to forty-five students of the second year in the School of Practical Science.

Honor.

Subjects.	Mathematics.	Physics.	Chemistry.	Biology.	Mineralogy and geology.	Philosophy.	Political science.	History.	Italian.	Spanish.	Phonetics
Fourth year	8	12	6	11	3	27	20	50	7	5	.....
Third year	12	19	18	12	14	16	37	52	9	3	.....
Second year	58	33	46	11	17	18	26	30	32	7	.....
First year	37	42	53	13	.....	.....	.....	.....	28	10	32
Totals	115	106	123	47	34	61	83	132	76	25	32

The second year lectures in Chemistry and the fourth year lectures in Biology were attended by fifty students of the second year in Medicine.

Instruction in Mathematics was given to sixty-six students of the first year, and to thirty-seven students of the second year in the School of Practical Science.

The following table exhibits the numbers taking practical work in the laboratories of the University:

Laboratories.	Physical.	Chemical.	Biological.	Mineralogical.	Psychological.
Fourth year	12	5	11	3	27
Third year	16	17	12	14	16
Second year	13	33	11	17	.....
First year	16	23	13	.....	.....
Totals	57	78	47	34	43

Practical instruction in Chemistry and Biology was given to sixty-three students of the first year, and to forty-five students of the second year in Medicine; and in Physics to 111 students of the School of Practical Science. Seven graduates in Arts were engaged in original research in the Psychological Laboratory during the session.

The members of the teaching staff in Medicine for the last session were as follows:

Faculty of Medicine:

Professores Emeriti.

James Thorburn, M.D.; H. H. Wright, M.D.; W. W. Ogden, M.D.; M. H. Aikins, B.A., M.D.; J. H. Richardson, M.D.

Professor of Surgery and Clinical Surgery:

I. H. Cameron, M.B., Toronto.

Associate-Professor of Surgery and Clinical Surgery:

G. A. Peters, M.B., Toronto, F.R.C.S., Eng.

Associate-Professors of Clinical Surgery:

A. Primrose, M.B., C.M., Edin.; B. Spencer, M.D., Tor.; L. M. Sweetnam, M.B., Tor.; H. A. Bruce, M.B., Tor., F.R.C.S., Eng.

Professor and Director of the Anatomical Department:

A. Primrose, M.B., C.M., Edin.

Associate-Professor of Anatomy:

H. Wilberforce Aikins, B.A., M.B., Tor.

Lecturer and Senior Demonstrator of Anatomy:

F. N. G. Starr, M.B., Tor.

Assistant Demonstrators of Anatomy:

A. R. Gordon, M.B., Tor., R. D. Rudolf, M.D., C.M., Edin., A. A. Small, M.B., Tor.; Clarence L. Starr, M.B., Tor., K. C. McIlwraith, M.B., Tor., W. J. McCollum, M.B., Tor.

Professor of Medicine and Clinical Medicine :
J. E. Graham, M.D., Tor., M.R.C.P., Lond.

Associate Professors of Medicine and Clinical Medicine :
A. McPhedran, M.B., Tor. ; W. P. Caven, M.B., Tor.

Lecturers on Disease in Children and Clinical Medicine :
H. T. Machell, M.D., Tor. ; W. B. Thistle, M.B., Tor.

Lecturers in Clinical Medicine :
R. J. Dwyer, M.B., Tor. ; G. Boyd, B A., M.B., Tor.

Professor of Pathology and Bacteriology :
John Caven, B.A., M.D., Tor.

Lecturer on Bacteriology :
J. J. McKenzie, B.A., Tor.

Demonstrator on Pathology :
John Amyot, M.B., Tor.

Assistant Demonstrator on Pathology :
John Stenhouse, M.A., B.Sc., Edin., M.B., Tor.

Laboratory Assistant in Bacteriology :
W. Goldie, M.B., Tor.

Professor of Materia Medica and Therapeutics :
James MacCallum, B.A., M.D., Tor.

Associate Professor of Pharmacology and Therapeutics :
C. F. Heebner, Phm. B., Tor.

Professor of Gynaecology :
U. Ogden, M.D., Tor.

Professor of Obstetrics :
A. H. Wright, B.A., M.D., Tor.

Associate-Professor of Gynaecology :
J. F. W. Ross, M.B., Tor.

Professor of Pphthalmology and Otology.
R. A. Reeve, B.A., M.D., Tor.

Associate-Professor of Pphthalmology and Otology :
G. H. Burnham, M.D., Tor., F.R.C.S., Edin.

Associate-Professor of Laryngology and Rhinology :
G. R. McDonagh, M.D., Tor.

Professor of Hygiene :
W. Oldright, M.A., M.D. To

Associate-Professor of Medical Jurisprudence:

B. Spencer, M.D., Tor.

Lecturer in Medical Jurisprudence:

Hon. David Mills, LL.B., Q.C.

Extra-Mural Professor of Mental Diseases:

Daniel Clark, M.D., Tor.

Professor of Physics:

James Loudon, M.A., LL.D., Tor.

Lecturer on Physics:

C. A. Chant, B.A.

Professor of Chemistry:

W. H. Pike, M.A., Oxon., Ph.D., Gottingen.

Lecturers on Chemistry:

W. L. Miller, B.A., Ph.D., Munich.
F. J. Smale, B.A., Ph.D., Leipzig.

Lecturer on Toxicology?

W. H. Ellis, M.A., M.B., Tor.

Professor of Biology:

R. Ramsay Wright, M.A., B.Sc., Edin.

Assistant-Demonstrator on Biology:

R. R. Bensley, B.A., M.B., Tor.

Professor of Physiology:

A. B. Macallum, B.A., M.B., Tor., Ph.D., Johns Hopkins.

The following table exhibits the numbers of the students registered as in atten dance upon the lectures given by the staff of the Faculty of Medicine:

Students of the Fourth Year	61
" Third Year	55
" Second Year	53
" First Year	61
Occasional students	76
Totals	306

J. LOUDON,
President.

Toronto, February 1st. 1899.

3. Annual Report of the Council of University College, 1897-1898.

To His Honor, the Honorable Sir Oliver Mowat, K.C.M.G. Lieutenant-Governor of the Province of Ontario, Visitor of University College:

May it Please Your Honor:—

The President and Council of University College beg leave to present to your Honor the following report for the academic year, ending June 30th, 1898.

By a provision of the University Act, which took effect by a proclamation of the Lieutenant Governor-in-Council, on Monday, November 12th, 1890, the work of instruction assigned under the Confederation Act to University College is now restricted to the Departments of Greek, Latin, English, French, German, Oriental Languages, Moral Philosophy and Ancient History. Under this arrangement, the staff for the past session was composed of the following:—

Staff, 1897-1898.

President, James Loudon, M.A., LL.D.

Greek:

Professor, Maurice Hutton, M.A.
Lecturer, A. Carruthers, M.A.

Latin:

Professor, J. Fletcher, M.A., LL.D.
Lecturer, W. S. Milner, M.A.
Lecturer, G. W. Johnston, B.A., Ph.D.

English:

Professor, W. J. Alexander, B.A., Ph.D.
Lecturer, D. R. Keys, M.A.

French:

Associate-Professor, John Squair, B.A.
Lecturer, John Home Cameron, M.A.
Instructor, St. Elme de Champ.

German:

Associate-Professor, W. H. Vander Smissen, M.A.
Lecturer, G. H. Needler, B.A. Ph.D.
Instructor P. Toews, M.A., Ph.D.

Oriental Languages:

Professor, J. F. McCurdy, Ph.D., LL.D.
Lecturer, R. G. Murison, M.A., B.D.

Ethics:

J. G. Hume, M.A., Ph.D.

In the new Act it is further provided that students attending lectures in the above or other subjects of University study shall, if not enrolled elsewhere, be enrolled in University College. The numbers registered in accordance with this regulation, together with others taking full or partial courses in University College were as follows :—

	Fourth year.	Third year.	Second year.	First year.	Post-graduate.	Totals.
Matriculated students	112	135	119	80	.....	446
Occasional students	27	31	29	79	.....	166
Extra-mural students	4	6	4	5	.....	19
Graduate students	9	.....	1	3	7	20
Totals	152	172	153	167	7	651

The following tables exhibit the numbers attending the pass and honor lectures in University College subjects :—

Pass.

		Latin.	English.	French.	German.	Orientals.	Ethics.	Ancient history.
Fourth year	2	25	46	19	17	.....	.....	.....
Third year	10	44	81	33	28	11	38	.....
Second year	32	78	59	45	30	14	.....	.....
First year	34	92	88	56	48	28	.....	116
	78	239	274	153	123	53	38	116

In no case do the numbers given above include honor students.

Honor.

	Greek.	Latin.	English.	French.	German.	Orientals.	Ethics.
Fourth year	13	13	44	35	31	1	16
Third year	12	12	44	26	25	3	26
Second year	15	15	47	32	31	7	.....
First year	13	13	53	44	36	.....	.....
Totals	53	53	188	137	123	11	42

All of which is respectfully submitted.

J. LOUDON,
President.

TORONTO, February 1st, 1899.

4. Annual Report of the School of Practical Science. 1898.

To the Hon. G. W. Ross, LL.D., M.P.P., Minister of Education.

Sir —I have the honor to submit the annual report of the School of Practical Science for the year 1898.

The calendar year not being conterminous with the academic year, this report will cover the second term of the academic year 1897-8 and the first term of the academic year 1898-9, except where otherwise stated.

The number of students in attendance at the School was as follows :

School of Science Students.

	2nd term session 1897-8.	1st term session 1898-9.
Taking full courses—		
I. Year	66	73
II. Year	37	40
III. Year	17	32
IV. Year	7	6
Taking partial course	7	6
	134	157
Taking prospectors' classes	15	

University Students.

Arts	2	14

The students of the School of Practical Science taking full courses are required to take University lectures in mathematics and physics. The attendance at these lectures was as follows :

	2nd term session 1897-8.	1st term session 1898-9.
Mathematics	103	117
Physics	79	110

The fees for the regular and special students of the School of Practical Science for the academic year 1897-8 were $6,565 50, being an increase of $433 00 on the fees of the previous year.

Of the above amount $1,237.00 were paid to the Bursar of the University of Toronto, under the authority of an Order-in-Council dated May 27th, 1898, and the remainder $5,328.50 to the Hon. the Provincial Treasurer.

The number of regular students who presented themselves for examination at the annual examinations of the academic year 1897-8, was one hundred and fifteen, of these eighty-seven passed. One candidate for a special certificate was examined and passed. The number of graduates was sixteen. The total number of graduates to date is two hundred and twelve.

The following statement shows the geographical distribution of the graduates now living :

	Numbers.	Percentages.
Canada	150	73
United States	46	22
Other Countries	10	5
	206	100

The number of graduates who proceeded to the degree of B.A. Sc. at the University examinations of 1898, was seven. The total number of graduates who have received the degree of B.A. Sc. is fifty-seven.

The total number of graduates who have received the degree of C.E. in the University of Toronto is fourteen.

One graduate has proceeded to the degree of E. E. and one to the degree of M. E. (mining engineer), in the University of Toronto.

The regular courses in the School are :—

(1.) Civil Engineering (including Sanitary Engineering).

(2.) Mining Engineering.

(3.) Mechanical and Electrical Engineering

(4) Architecture.

(5) Analytical and Applied Chemistry.

The following statement shews the courses of lectures and practical instruction, the instructors, and the number of students taking the various courses :—

SUBJECTS TAUGHT BY THE FACULTY OF THE SCHOOL OF SCIENCE.

Subjects.	Instructors.	Number of Students.	
		2nd Term Session 1897-98.	1st Term, Session 1898-99.
Organic and inorganic chemistry Applied chemistry	W. H. Ellis, M.A., M.D., Professor H. W. Charlton, B.A.Sc.	145	152
Mineralogy and geology Petrography Metallurgy and assaying Mining and ore dressing German	A. P. Coleman, M.A., Ph.D., Professor G. R. Mickle, B.A., Lecturer J. W. Bain, B.A.Sc., Fellow	63	81
Statics Dynamics Strength of materials Theory of construction Machine design Compound stress Hydraulics Thermodynamics and theory of the steam engine French	J. Galbraith, M.A., Professor J. A. Duff, B.A., Lecturer R. W. Angus, B.A.Sc., Fellow	127	152
Drawing Architecture Plumbing, heating and ventilation Mortars and cements Brick and stone masonry	C. H. C. Wright, B.A.Sc., Lecturer A. H. Harkness, B.A.Sc., Fellow	120	151
Surveying Geodesy and astronomy Spherical trigonometry Least squares Descriptive geometry	L. B. Stewart, D.T.S., Lecturer A. T. Laing, B.A.Sc., Acting Demonstrator	121	150
Electricity Magnetism Dynamo-electrical machinery Mechanics of machinery Rigid dynamics	T. R. Rosebrugh, M.A., Lecturer T. A. Wilkinson, Grad., S.P.S.	72	102

SUBJECTS TAUGHT BY THE FACULTY OF THE UNIVERSITY OF TORONTO.

Subjects.	Instructors.	Number of Students.	
		2nd Term, Session, 1897-98.	1st Term Session, 1898-99.
Algebra, Euclid, Plane trigonometry, Analytical geometry, Calculus, Astronomy	Alfred Baker, M.A., Professor A. T. DeLury, B.A., Lecturer H. J. Dawson, B.A. Fellow	103	117
Sound, Light, heat, electricity and magnetism, Hydrostatics	Jas. Loudon, M.A., LL.D, Professor C. A. Chant, B.A., Lecturer W. J. Loudon, B.A., Demonstrator J. C. McLennan, B.A., Assistant Instructor	79	110

General Remarks.—Drafting Rooms, Etc.

At the beginning of the Session 1898-99, it was found necessary to provide a new drafting-room on account of the increase in the number of students. The room formerly used by Mr. Wright, as a workroom, was fitted up with incandescent lights and transformed into a drafting room for the third year. A photographic printing-room was provided in the tower, and a dark room in the attic. It will be necessary to fit up other rooms in the attic before the next session begins.

Chemistry.

The increase in the number of students working together at quantitative analysis in the Chemical Laboratory has rendered the present method of ventilation quiet insufficient. Forced draught by means of fans operated by electric motors (the method generally adopted in modern laboratories) is greatly needed.

Through the kindness of the Solvay Process Company, of Syracuse, a very valuable collection of raw materials and products illustrating the ammonia soda process has been presented to the School and is available for the use of the Department of Applied Chemistry.

Mineralogy and Mining.

The equipment for the treatment of refractory gold ores is now completed. The greatest need at present is machinery for dry crushing.

Some wall cases are required in the Museum for specimens now on hand. More minerals and metallurgical specimens should be procured to fill up gaps.

The Petrographical Department should be provided with a microscope of modern construction adapted to the new methods now being introduced into the study of petrography.

Electrical Laboratory.

The most urgent requirement at present is more floor space in the neighbourhood of the galvanometer room. It is needed principally for storage cells, electro-metallurgical work and the photometry of electric lighting. It is proposed to increase the floor space by turning the present coat room into an electrical room, making a doorway between it

and the galvanometer room. Space for the students' coats and hats may be provided in several portions of the old building. The galvanometer room has been greatly improved by sheeting the walls and the addition of cases for instruments.

Metrology.

Requirements.—The completion of the 100 feet standard of length. Some small additions to the equipment for measuring the force of gravity.

Tests of Materials.

Requirements.—An abrasion machine for testing the hardness of building stones and road materials. Apparatus for calibrating testing machines. Extensometers. Small machine for tension and torsion.

General Repairs.

A portion of the floor in the basement requires renewal. New covering is required for the boilers. The plank walk south of the building is in need of repairs. 200 feet of $1\frac{1}{4}$-inch hose in 50-feet lengths, with couplings, and two sprinklers should be provided for watering the lawn.

J. GALBRAITH,
Principal.

TORONTO, December, 1898.

ARCHÆOLOGICAL REPORT

1898

BEING PART OF

APPENDIX TO THE REPORT

OF THE

MINISTER OF EDUCATION

ONTARIO.

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1898.

"There has been a time in the history of every nation when the only supplement to the organs of the body for the uses of Man were the stones in the field and the sticks of the forest. To use these natural, abundant, and portable objects, was an obvious resource with early tribes. If mind dawned in the past at all, it is with such objects that we should expect its first associations, and as a matter of fact it seems everywhere to have been so. Relics of a Stick Age would of course be obliterated by time, but traces of a Stone Age have been found, not in connection with the first beginnings (*sic*), of a few tribes only, but with the first beginnings—from the point that any representation is possible—of probably every nation in the world. The wide geographical use of stone implements is one of the most striking facts in Authropolgy. Instead of being confined to a few peoples, and to outlying districts, as is sometimes asserted, their distribution is universal. They are found throughout the length and breadth of Europe, and on all its islands; they occur everywhere in Western Asia, and north of the Himalayas. In the Malay Peninsula they strew the ground in endless numbers; and again, in Australia, New Zealand, New Caledonia, the New Hebrides and the Coral Islands of the Pacific. Known in China, they are scattered broadcast throughout Japan, and the same is true of America. . . . If a child playing with a toy spade is a proof that it is a child, a nation working with stone axes is proved to be a child-nation. Erroneous conclusions may easily be drawn, and indeed have been, from the fact of a nation using stone, but the general law stands. Partly, perhaps, by mutual intercourse, this use of stone becomes universal, but it arose more likely, from the similarity in primitive needs, and the available means of gratifying them. Living under widely different conditions, and in every variety of climate, all early peoples shared the instincts of humanity which first called in the use of tools and weapons. All felt the same hunger; all had the instinct of self-preservation; and the universality of these instincts and the commonness of stone led the groping mind to fasten upon it, and make it one of the first steps to the Arts. A Stone Age, thus, was the natural beginning. In the nature of things there could have been no earlier. If Mind really grew by infinitely gradual ascents, the exact situation the theory requires is here provided in actual fact."

Henry Drummond, LL.D., F.R.S.E., F.G.S. (author of "*Natural Law in the Spiritual World*") in *The Ascent of Man*, pp. 139-140.

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PREFACE.

While it is thought that in what follows concerning the Pagan Iroquois the student of human nature will find something that is new, it is quite certain he will discover many omissions, some errors, and much respecting which it is desirable to know more. One worker during one season cannot hope to cover all the ground.

Pains have been taken to give facts only, and these, when necessary, have been verified out of the mouths of two or three witnesses at least, and sometimes of many more.

It is hoped that the information will not only assist white people in arriving at some intelligent conclusions respecting our Iroquois, but that it will prove beneficial to the Indians themselves, as every word has been written in a spirit of sympathy with the past, present, and possible future of the Red Man.

Besides those to whom credit is given elsewhere for assistance rendered, special thanks are due to Mr. Avern Pardoe, Legislative Librarian of Ontario, for having enabled me to make use of books not otherwise procurable in any city library to which I had access.

I have also to acknowledge courtesies on the part of C. C. James, Esq., M.A., Deputy Minister of Agriculture ; and of the Rev. Dr Harris, Dean of St. Catharines.

To the HONORABLE G. W. ROSS, LL.D.,
Minister of Education:

SIR,—The report herewith presented is chiefly ethnological rather than archæological, consisting, as it does, mainly of a study undertaken with your hearty approval, of Iroquois Pagans and Paganism on the Grand River Reserve. As far as I know, nothing of the kind has ever been done before. That very scholarly gentleman, the late Horatio Hale, has given us in the "Iroquois Book of Rites," an exhaustive treatise on the ceremonies connected with the appointment of a new chief, and other writers have referred more or less fully to this or that custom, rite, or belief of the people in question, but there has always been required, something like a connected account of the people and their religion. In large measure, the Iroquois Pagans themselves have been to blame, and yet when we call to mind the characteristics of their race as well as the relations they have borne to white men, we can scarcely wonder that native reticence, reserve, shyness, secretiveness, or, call it what we may, has always stood in the way of our arriving at a comprehensive view of the situation. Nor is it affirmed that this has been done even now in its entirety. In accordance with modern methods of investigation, it would not only require years of close study, but of intimate social intercourse with the people, and the force of this remark will be appreciated when to it is added the assertion that even very few Christian Indians on the Reserve have anything but the haziest of ideas respecting the " ways " of their Pagan brethren.

Notwithstanding the desire of many of the Pagans to communicate information to me, it would have been utterly impossible to arrive at anything approaching satisfactory results in many cases had it not been my good fortune to enlist the co-operation of Mr. J. Ojijatekha Brant Sero, one of the brightest and most intelligent Iroquois ever born on the Reserve. A Caniengahaga, or Mohawk, with a good knowledge of the dialects spoken by people of the other " nations," it was only through him that I was able to get originals and translations of speeches and addresses made by chiefs and others at the feasts, and, when with your approbation, Ka-nis-han-don, a distinguished Seneca leader was brought to Toronto for consultation, with the consent of the Seneca Longhouse, Mr. Brant-Sero acted as interpreter with a full appreciation of what was demanded by a desire for accuracy. By letter and otherwise, he has also, at various times, assisted me in verifying or correcting important statements, purely on account of the interest he

takes in his own people. Other Indians to whom I am indebted are mentioned in connection with the information they supplied.

From the Ethnographical Survey Committee of the British Association there came a request for photographs and measurements of Indians. This request it was found impossible to comply with at the time, notwithstanding the desirability that such work should be done in accordance with the terms of the committee's scheme, but it is hoped that the interspersed portraits of leading Iroquois will, at least, illustrate physiognomical types and tendencies.

It must prove a source of pleasure to you, I am sure, to be informed that increased interest continues to be manifested in all matters of an archæological nature. The demand for our more recent annual reports has been beyond our ability to supply, and many letters have reached us giving information relative to places of interest that are yet unexplored. Perhaps this may be most clearly brought out by the statement that during the twelve months from December 1st, 1897 to November 30th, 1898, 982 letters were received, in reply to which, as well as with a desire to procure further information, 1,085 communications were sent out.

The only exchange effected was with the Field Columbian Museum, Chicago, to which we sent a representative Ontario collection, as an equivalent for pottery from Peru, Nicaragua and Costa Rica.

It is to be regretted that the cranial measurements anticipated in last report have not been made, owing to press of work on the part of the physician who hoped to occupy some of his attention with this task.

I have the honor to be,

Yours respectfully,

DAVID BOYLE.

ACCESSIONS TO THE MUSEUM.

Although absolutely no field-work has been done this year numerous additions have been made to the museum by gift. Chief among these is that of Mr. George E. Laidlaw, of "The Fort" on Balsam Lake. Since early youth Mr. Laidlaw has been an ardent and intelligent collector, and has, for some years ceased to be a mere amateur, as one may gather from the articles that have appeared from his pen in the *American Antiquarian*. The Laidlaw collection, most of which has been in our cases 'on deposit' since 1890, comprises, one might suppose, examples of nearly every kind of artifact in stone, bone and horn, employed by the people in what are now the townships of central and north Victoria, and, when taken together with the excellent collection from the same county, presented to the museum some years ago by Mr. James Dickson, D.L.S., of Fenelon Falls, will place the representative material from that part of the province on a par with what we have from the country of the Hurons; from that of the Attiwandarons to the south; and with Dr. T. W. Beeman's collection made in the Rideau Valley, which was probably occupied by a pre-Iroquoian Algonkin people.

A smaller, but still highy valuable collection came to us from Mr. T. F. Milne, of Queensville, and as the greater part of Mr. Milne's collection was made in North Simcoe, it adds much of great value to what we already had from the Huron country. While engaged as a public school teacher, Mr. Milne devoted considerable attention to archæological pursuits, having made several excursions in company with Dr. R. W. Large and others, through the most interesting portions of Simcoe county, in quest of specimens.

Mr. Wm. C. Perry, of Winnipeg, (formerly of New Westminster), has also sent in a valuable little collection, most of which is from the Balsam Lake district, but some from British Columbia.

Those from the former locality include a few that were required to aid in completing series suggested by the Laidlaw collection.

Among those who to whom we are again indebted, or who are now to be credited for the first time are Messrs. Alfred Willson, Toronto; Dr. T. W. Beeman, Perth; W. A. Brodie, Bethesda; Chas. V. Fuller, Grand Ledge, Mich.; Dr. McDiarmid, P.S.I., Maxville, Glengarry; Rev. Dr. John Maclean, Neepawa, Manitoba; and A. F. Hunter, Barrie.

Through Mr. Freeman Britton, of Gananoque, we received, with some other things, an almost perfect clay pot, and from Mr. W. J.

Wintemberg, of Washington, Ontario, a curiously carved stone pipe, both of which are described and illustrated under "Notes on some Specimens." Mr. Thos. Crawford, of Tiny has kindly placed a few interesting specimens on deposit.

The following is a detailed list of the year's additions:—

16,999. Dance (turtle) rattle used by the Pagan Indians on the Grand River Reserve. John R. Davis.

17,000. Small grooved hammer, Rideau Lake. Dr. T. W. Beeman, Perth.

17,001. Small stone gouge, lot 2, concession 3. Drummond Township. Collected by J. H. Morris. Dr. T. W. Beeman.

17,002. Small double-pointed slate tool or ornament; N. Elmsley township. J. W. Beveridge, per Dr. T. W. Beeman.

17,003. Deer skin coat, used by the Indians and Whites in Manitoba and the N W. Territories. Collected by Robert Jaffray. Mrs. R. Jaffray, Toronto.

17,004. Clay pipe, Saugeen, Ontario. P. R. Jarvis, Stratford.

17,005. Skull (extremely brachycephalic) from grave near Blind River, Algoma. John J. Walsh, Blind River.

17,006. Broad, thin, silver bracelet, found with 17,005.

17,007. Four small, European, sheet-copper crosses, found with 17,005.

17,008. Five tubular, European, sheet-copper bangles, found with 17,005.

17,009. Twenty, small, porcelain beads, found with 17,005.

17,010. Slate ornament or amulet, leaf-shaped and notched all around the edge—a cross cut on one side, found with 17,005.

17,011. Small glass bottle, bearing date January 26th, 1754, found with 17,005.

17,002. Photograph of Aztec idol. Joseph Workman, Walsenburg, Colorado.

17,013. Photograph of Aztec calendar stone. Joseph Workman, Walsenburg, Colorado.

17,014. Longitudinal section of clay pipe-stem showing that the material was moulded around a coarsely twisted cord. "Old Fort," Whitchurch township. W. A. Brodie, Bethesda.

17,015. Small discoidal stone (perforated)—may have been a spindle whorl. "Old Fort," Whitchurch township. W. A. Brodie.

17,016. Part of bone chisel or gouge. "Old Fort." Whitchurch. W. A. Brodie.

17,017. Small neckless arrow-tip. "Old Fort," Whitchurch. W. A. Brodie.

17,018. Bone awl. "Old Fort," Whitchurch. W. A. Brodie.

17,019. Medal struck in commemoration of the hundredth anniversary of the founding of Onondaga, N.Y. Historical Association of Onondaga, Syracuse, N.Y.

17,020. Mask worn in false face dances among the Iroquois on Grand River Reserve, Ont. Collected by David Boyle.

17,021. Mask worn in false face dances on the Grand River Reserve, Ont. Collected by David Boyle.

17,022-3. Dance rattles used in Pagan ceremonies on the Grand River Reserve, Ont. Collected by David Boyle.

17,024. Clay pipe, Norfolk county. Capt. J. G. Spain.

17,025. Clay pipe, lot 1, concession 5, Medonte township, Simcoe, County. A. F. Hunter, M.A.

17,026. Clay pipe, Norfolk county. Capt. J. G. Spain.

17,027. Clay pipe, lot 4, concession 9, Nottawasaga. Collected by David Boyle.

17,028. Bird amulet (cast), Michigan. C. V. Fuller, Grand Ledge, Michigan.

17,029. Bird amulet, lot 9, concession 3, Caradoc township.

17,030. White-stone pipe bowl, near Creemore. W. and D. Melville.

17,031. Two fragments of soapstone pipes, from Brant township, Brant county. E. C. Waters.

17,032. Part of soapstone pipe, Tuscarora township, Brant county Collected by David Boyle.

17,033. Whitestone pipe-stem, lot 19, concession 3, London township, Middlesex county, Ont.

17,034. Rough piece of catlinite from pipestone quarry, Minnesota. A. Stevenson, B.A., Arthur.

17,035. Stone pipe, Calgary, N.W.T. John F. Holden, Toronto Junction,

17,036. Cast of stone pipe, Brant Township. J. H. Crouse, Auburn, N.Y.

17,037. Small celt, west side Pelee Island, Lake Erie. John E. Gow, Prescott.

17,038. Part of white-stone pipe, smoothed on under side of fractured edge; locality not known.

17,039. Piece of deer-horn and nine fragments of pottery, from the Sand Banks, Hallowell township, Prince Edward county. Miss Muriel Merrill, Picton.

17,040. Three pipe-stems, Harvey township, Victoria county. Jas. Dickson, Fenelon Falls

17,041. Clay pipe-bowl (imperfect) Harvey township, Victoria. J. S. Cairnduff, Bobcaygeon.

17,042. Soap-stone pipe, lot 12, concession 14, township of Tiny, found by Edward Todd. Wilford McConnell, Randolph.

17,043. Scraper, lot 3, concession 10, Dunwich township, Elgin county. D. G. Revell, Toronto.

17,044. Cast of nondescript specimen found "by a Mr. Gennison of Lansing, Michigan," said to have probably come from Ohio. C. V. Fuller, Grand Ledge, Michigan.

17,045. Cast of stone tube, Oneida township, Eaton county, Michigan C. V. Fuller.

17,046. Cast of bar amulet, Danby township, Ionia county, Michigan. C. V. Fuller.

17,047. Cast of gorget, Watertown township, Clinton county. C. V. Fuller.

17,048. Cast of bird amulet, found near Grand Ledge, Michigan. C. V. Fuller.

17,049. Cast of bar amulet, Sandusky, Ohio. C. V. Fuller.

17,050. Cast of bird amulet, ——— county, Ohio. C. V. Fuller.

17,051. Cast of banner-stone, Oneida township, Eaton county, Michigan. C. V. Fuller.

17,052. Cast of one-armed banner-stone, Dalton township, Eaton county. C. V. Fuller.

17,053. Small clay vessel, shallow, entire, lot 28, range 22, ——— township, Sunflower county, Mississippi. Wm. Williamson Sloane, Blythe.

17,054. "War-club" with inserted flint blade. Made by Wm. Henry, a Cayuga chief on the Six Nation Reserve, Grand River.

17,055. Grooved axe, mounted by Wm. Henry.

17,056. "War-club" made from a knotted branch in which seven pins are inserted and left projecting about half an inch. Made by Wm. Henry.

17,057-8. Double barred silver crosses, held for many years as heir-looms in Indian families to whose ancestors they were given by the early Catholic missionaries in N. Y. State. Collected on the Six Nation Reserve by David Boyle.

17,059. Stone gouge, 4th line, Lake Road West, Stephen township, Huron county. Alfred Willson, Toronto.

17,060. Gorget, (two holes) Lot 5, Lake Road West, Stephen township, Huron county. Alfred Willson.

17,061. Clay pipe, Lot 4, Lake Road West, Stephen township, Huron county, found by R. Ravielle. Alfred Willson.

17,062. Object of Huronian Slate, $3\frac{7}{8}$ inches long, perforated at one end and pointed at the other. Lot 5, Lake Road West, Stephen township, Huron county. Alfred Willson.

17,063. Unfinished argillite knife or spearhead, Grand Bend, Bosanquet township, Lambton county. Alfred Willson.

17,064. Small well-shaped (woman's slate) knife, lot 6, Lake Road East, Stephen township, Huron county. Alfred Willson.

17,065. Adze, (at first sharpened at both ends) lot 6, Lake Road West, Stephen township, Huron county. Alfred Willson.

17,066. Iron "bill-hook" found on site of "Old Fort," near Clearville, Orford township, Kent county, by G. H. White, Palmyra, Ont., and presented by him.

17,067—? Cline farm, N. Yarmouth, Elgin county.

17,068. Slate knife—no record.

17,069. Slate tablet or gorget, North Yarmouth, Elgin county.

17,070. Stone pipe, lot 34, Lake Road West, Bosanquet township, Lambton county, collected by D. H. Burley. Alfred Willson, Toronto.

17,071. Small clay pipe, Indian Reserve, Tuscarora township, Brant county. Collected by David Boyle.

17,072. Slate knife, from near Tyrone, Durham county, Ont. Mrs. N. E. Manning.

17,073. Appears to be part of a belemnite, slightly bored at the small end; near Tyrone, Durham county, Ont. Mrs. N. E. Manning.

17,074. Small stone axe, Darlington township. Collected by W. J Roy. Mrs. N. E. Manning.

17,075-82. Fans, representing native work in Samoa, Honolulu, India, Japan and Spain.

17,083. Model of Samoan surf-boat with outriggers.

17,084. Samoan war-club.

17,085. Samoan ceremonial spear, elaborately carved.

17,086 Samoan walking-stick of cocoanut wood.

17,087. Japanese bamboo walking-cane, richly carved.

17,088-9. Nulla-Nullas, or warclubs, Queensland, Australia.

17,090-1. Boomerangs (said to be of the "come-back" kind), Queensland, Australia.

17,092. Large piece of tapa cloth, Samoa.

17,093. Fiji man's dancing skirt.

17,094. Arab basket of native bark, Aden.

17,095. Italian straw basket.

17,096. Pair of Chinese lady's slippers.

17,097-8. Two small bags composed of seeds woven on threads, New Guinea,

17,099. Fiji bead bracelet. The beads are of European manufacture.

17,100. Samoan basket,

(The specimens numbered from 17,075 to 17,100 were procured from Mrs. F. Smith, the collector.)

17,101. Iroquois whistle or flute, made by Abraham Buck, Grand River Reserve. Joshua Buck, Onondaga.

17,102. Corn-pounder, Bihé, Angola, S. W. Africa. Collected by Rev. Walter T. Currie. Mrs. John Currie, Toronto.

17,103. Stone gouge, Lanark county. Dr. T. W. Beeman, Perth.

17,104. String of shell (columellœ) beads, said to have been given by an Indian to W. D. King, of St. Catharines, early in the century. H. D. King.

17,105. Casts of two (all that were found) fragments of human skull from Egisheim, Germany. These are very old, but of a type higher than that of the Neanderthal skull. Dr. D. G. Schwalbe, Professor of Anatomy, Strasburg University, Germany.

17,106. Copper spear or knife, lot 7, concession 3, Darlington township, Durham county. Collected by Edmund Prout. Professor John Squair, Toronto University.

17,107. Bog-butter, from near Dunlavin, County Kildare, Ireland. Presented by Mrs. Hopkins, Blackhall Castle, Kilcullen, Kilkenny county, per B. St. G. Lefroy.

17,108. Cutting or scraping tool of soft stone, Indian Lands, Glengarry County, Ont. Dr. D. McDiarmid, Public School Inspector Maxville.

17,109. Stone axe of schistose slate, Indian Lands. Dr. McDiarmid.

17,110. Small stone axe, Indian Lands, Glengarry. Dr. McDiarmid.

17,111. Small stone adze, Indian Lands, Glengarry. Dr. McDiarmid.

17,112. Slate gouge, Indian Lands, Glengarry. Dr. McDiarmid.

17,113. Stone gouge, degraded to use as an axe. Indian Lands, Glengarry. Dr. McDiarmid.

17,114. Soapstone pipe. Indian Lands, Glengarry. Dr. McDiarmid.

17,115. Slate knife, "Britton" farm, near Gananoque, Leeds County, Collected by M. Doray. Freeman Britton, Gananoque.

17,116. Stone axe, "Britton" farm. Collected by M. Doray. Freeman Britton, Gananoque.

17,117. Clay vessel, almost perfect, "Britton" farm, near Gananoque. Collected by M. Doray. Freeman Britton, Gananoque.

17,118. Bone harpoon, Percy Township, Northumberland County. Collected by E. Fleming. Dr. R. Coghlin, Hastings.

T. F. Milne Collection.

17,119. Stone pipe roughly blocked out, Crawford farm, near Penetanguishene, Simcoe county. Collected by A. Crawford.
17,120. Clay pipe, Fair Valley, Medonte township, Simcoe county.
17,121. Clay pipe. bored for a wooden stem after having been broken. Simcoe county.
17,122. Clay pipe with effigy of human face, Crawford farm, near Penetanguishene.
17,123. Small clay pipe, Crawford farm, near Penetanguishene.
17,124. Clay pipe, Crawford farm, near Penetanguishene.
17,125. Clay pipe, Fair Valley, Simcoe county. Collected by Miss Susie Nelson.
17,126. Clay pipe, bored for a new stem, Vasey, Tay township, Simcoe county. Collected by M. Brown.
17,128. Clay pipe, Waverley, Tay township, Simcoe county.
17,129. Clay pipe, Crawford farm, near Penetanguishene.
17,130-32. Clay pipes, Brown's farm, Vasey, Tay township.
17,133. Clay pipe, Crawford farm, near Penetanguishene.
17,134. Bird's head effigy from clay pipe, Crawford farm, near Penetanguishene.
17,135. Clay pipe, Price's Corners, Medonte township.
17,136. Widely flared edge of clay pipe, Bass Lake, Orillia township, Simcoe county.
17,137. Peculiar stem of clay pipe, Simcoe county.
17,138. Part of unfinished stone pipe, Tiny township, Simcoe county.
17,139. Soapstone pipe representing a lizard (?) Bell's farm, Waverley, Tiny Township.
17,140. Small and well made celt, C. Nelson's farm, Medonte township, Simcoe county.
17,141. Cut-off piece of catlinite (?) Vasey, Tay township.
17,142. Woman's knife (slate), Bell's farm, Tay township.
17,143-4. Discs (gambling ?) Crawford's farm, near Penetanguishene.
17,145. Banner-stone, Holland Landing, East Gwillimbury, York county.
17,146. Small banner-stone, (locality uncertain, but thought to be near Hamilton.)
17,147. —(?) Soapstone, near Penetanguishene.
17,148. Water-worn stone, partly cut, as if to make beads, Holland Landing, York county.
17,149. Small, rough celt, Holland Landing, York county.
17,150. Small hammer-stone, Bass Lake, near Orillia.

17,151. Stone bead, Vasey, Tay township, Simcoe.
17,152. Stone bead, Crawford's farm, near Penetanguishene.
17,153. Stone bead, Fair Valley, Medonte township, Simcoe county.
17,154. Quartzite knife or spear head, lot 119, concession 3. E. Gwillimbury, York county.
17,155. Quartzite knife or spear head, Fairbairn's, Sharon, York county.
17,156. Quartzite knife, broken, James Milne's farm, E. Gwillimbury, York county.
17,157. Arrow-head of milky quartz, Rix's farm, Bass Lake, near Orillia, Simcoe county.
17,158. Bone handle of stone flesh-scraper, Manitoba. Collected by Jas. Kavanagh.
17,159. Wampum, Wagner, Simcoe county.
17,160. Gorget, West Lorne, Elgin county. Collected by Mr. McColl.

(The specimens numbered from 17,119 to 17,160, as well as those numbered from 17,778 to 17,786 in this list were presented to the museum by T. F. Milne, of Queensville.)

17,161. Broken clay pipe, Indian lands, Glengarry county. Dr. D McDiarmid, P.S.I., Maxville.
17,162. Cutting or scraping tool of unusual form, slate. Collected by H. Hammond, North Cayuga, Haldimand county.
17,193. Small slate tube (cross section oval.) Collected by Baker, North Cayuga,
17,164. Slate, tablet-like cutting tool, North Cayuga.
17,165. Small slate paint-pot, near Cayuga village.
17,166. Small slate paint-pot, J. R. Martin's farm, near Cayuga village.
17,167. Small bar amulet, McGillivray township, Middlesex county.
17,168. Pebble of fine sandstone with a hole bored near each end, and one bored nearly through about the middle. Cayuga township.
17,169. Ogee bar amulet, near Stirling village, Hastings county.
17,171. Unfinished soapstone pipe, North-west Territory, (modern.)
17,172. Axe-like cutting tool of limestone. Head broken off, across what seems to have been a hole intended for a handle. Clair, North Cayuga.
17,173. Ogee bar amulet. North Cayuga township.
17,174. Bird amulet. Webster's sand-pit, North Cayuga township.
17,175. Small, slate, axe-like amulet or ornament extremely well made ; no locality, known.
17,176. Small stone adze with hole partly bored near upper end, on flat side.

17,177. Large tablet-like scraper of finely laminated slate.
17,178. Copper, semi-gouge tool, Dr. Davis's farm, North Cayuga.
17,179. Gorget with one hole: subsequently degraded to form a cutting tool. Cayuga.
17,180. Slate gorget, two holes. Nissouri township, Middlesex county.
17,181. Roughly made slate gorget. J. Burns's farm, Oneida township, Haldimand County.
17,182. Slate gorget, well made, two holes, Haldimand county.
17,183. Doubled-edged stone axe, May's farm, N. Cayuga.
17,184. Stone gouge, Bourn's farm, North Cayuga.
17,185. Large stone gouge, near Stirling, Hastings county.
17,186. Gouge, (limestone) near Stirling Hastings county.
17,187. Doubled-edged stone-axe, McGillivray township, Middlesex county.
17,188. Stone gouge with angularly formed lip.
17,189. Small stone axe, Dr. Baxter, Cayuga.
17,190. Roughly made slate tool—perhaps unfinished. Cayuga.
17,191. Stone axe, very well made, North Cayuga township.
17,192. Unfinished or broken, triangular, stone tool, Oneida township, Haldimand county.
17,193. Stone adze, small, McFarlane's farm, North Cayuga township.
17,194. Stone axe, upper part roughly chipped, lower end lightly polished; near Stirling, Hastings county.
17,195. Gorget, elliptical, two holes, broken across one, Middlesex county.
17,196. Gorget, elliptical, imperfect, Ferguson's farm, Oneida township.
17,197. Gorget, nearly perfect, McGillivray township, Middlesex county.
17,198. Stone axe, small and thin; Oneida township.
17,199. Small axe, slightly gouge-mouthed, Hyde Park, near London, Ont.
17,200. Small stone axe, near Coulter's farm, Port Maitland, Lake Erie.
17,201. Slate pebble, slightly worked; hole begun near middle on one side. Collected by W. Humphrey in Cayuga village.
17,202. Small stone gouge, Ferguson's farm, Oneida township.
17,203. Imperfect stone tube, $3\frac{1}{2}$ inches long; Blakeney's farm, North Cayuga.
17,204. Small stone gouge, $2\frac{1}{2}$ inches long; Coulter's farm, near Port Maitland.

17,205. Small slate gorget, a large pendant, one hole near small end; McFarlane's Flats, North Cayuga.

17,206. Triangular stone blade, sharpened on one edge as for a knife or scraper, Chatham, Ont.

17,207. Chisel or small axe, Oneida township.

17,208. Stone gouge; near Stirling village, Hastings county.

17,209. Roughly made axe or celt; Bell's farm, North Cayuga.

17,210. Heavy pendant, or thick gorget, Hyde Park, Middlesex county.

17,211. Small stone axe, Minnesota, U.S.

17,212. Slate gorget, one hole, McFarlane's farm, North Cayuga.

17,213. Small stone axe, McFarlane's farm, North Cayuga.

17,214. Small stone gouge, McFarlane's farm, North Cayuga.

17,215. Small stone adze, McFarlane's farm, North Cayuga.

17,216. Stone chisel or small axe, Walsh's farm, North Cayuga.

17,217-25. Flints from four to six inches long; various places in Haldimand county.

17,226. Part of bar amulet, 3½ inches long; McGillivray township, Middlesex county.

17,227. Small and well made adze; Hyde Park, Middlesex county.

17,228, Small slate gouge; Hyde Park, Middlesex county.

17,229. Grooved axe, made from a pebble; North Cayuga township.

17,230. Chisel or small adze; Murphy's farm, North Cayuga.

17,231. Gorget, micaceous schist, two holes bored near one end across crosswise; Clair's farm, North Cayuga.

17,232. Small, thick and much tapered stone axe; Decewsville, Haldimand county.

17,233. Stone axe, 6 inches long and very thin; Decewsville, Haldimand county.

17,234. Small stone axe, slightly groved; North Cayuga.

17235. Well formed stone axe, unusually flat on both sides; North Cayuga.

17,236. Stone adze, thick, perfectly straight on one side and much curved on the other; Clair's farm; North Cayuga.

17,237. Small stone axe; North Cayuga.

17,238. Small stone axe or chisel; Coulter's farm, Port Maitland, Haldimand.

17,239. "Butterfly" banner-stone; N. Campbell's farm, North Cayuga.

17,240. Stone gouge; North Cayuga.

17,241. Cay pipe bowl; no locality known.

17,242. Clay pipe; "Old Fort," Hyde Park, near London.

17,243. Imperfect chert drill (?) North Cayuga.

17,244-5. Slate knives; near Stirling, Hastings county.
17,246. Small and beautifully made, stone, axe-like blade; Coulter's farm, North Cayuga.
17,247. Slate amulet or charm, oval, hollowed on each side at one end.
17,248. Water-worn partly worked; Leechman's Flats, near Cayuga.
17,249. Slightly groved stone axe, rudely made; Middlesex county.
17,250. Grooved stone hammer; Minnesota.
17,251. Large double edged stone axe; Middlesex county.
17,252. Slighly grooved stone axe, badly made; Coulter's farm, Port Maitland.
17,253. Stone gouge, only slightly hollowed; Middlesex county.
17,254. Stone adze; South Cayuga, Haldimand county.
17,255. Large unfinished grooved axe, nearly ten inches long and five inches wide; Carlisle, Middlesex.
17,256-757. Flints from various parts in the south of Ontario.
17,758. Cylindrical wampum from Indian grave, near Scipioville, Cayuga county, N. Y.
17,759. Cylindrical, coarse, red glass beads from Indian grave, near Scipioville, Cayuga county, N. Y.
17,760. Copper knife (with hole at haft end); near Stirling, Hastings county.
17,761. Deer-horn tine, partly cut lengthwise; near London, Ont.
17,762-4. Bone awls or needles; Hyde Park, near London, Ont.
17,765. Discoidal wampum; from grave, near Delhi, Ont.
17,766. Nine long shell beads, from grave, near Delhi, Ont.
17,767. String of discoidal wampum, from grave, near Delhi, Ont.
17,768. Shell gorget; North Cayuga, Haldimand County.
17,769. Stone gouge, very fine, deeply cut; North Cayuga, Ont.
17,770. Stone adze, short and broad, well made; Hyde Park, near London, Ont.
17,771. Half of long-winged butterfly stone; near Decewsville, Haldimand county.
17,772. Small iron tomahawk, British make; South Cayuga, Haldimand county.
17,773. Small stone axe or chisel, triangular in cross section. Oneida township, Haldimand.
17,774. Clay pipe; lot 10, concession 1, North Cayuga, Haldimand.
17,775. Large fragment of pottery; Hyde Park, near London, Middlesex, Ont.
17,776. Gorget, one hole; Thomas McDonald's farm, North Cayuga, Haldimand.

17,777. Large chert knife or other tool; A. Lowe's farm, Walpole township, Haldimand.

(Specimens numbered from 17,162 to 17,777 were procured from Mr. A. F. Stevenson, Niagara Falls South.)

17,778. Small stone axe: North Orillia township, Simcoe county.

17,779. Roughly made stone axe; Hugh Milne's farm, West Gwillimbury township, Simcoe county.

17,780. Stone chisel: Milne farm, near Queensville, East Gwillimbury, York county.

17,781. Small, flat, thin axe: Albert Milne, lot 1115, con. 2, East Gwillimbury, York county.

17,782. Small, partly grooved axe; H. Price, Price's Corners, Medonte township, Simcoe county.

17,783. Small stone chisel; Holland Landing, Simcoe county.

17,784. Small stone axe; Holland Landing, Simcoe county.

17,785. Stone axe; J. S. Nelson, Simcoe county.

17,786. Fragment of ornamental gorget; Mr. McColl, West Lorne, Elgin county.

(Specimens from 17,778 to 17,786, presented by Mr. T. F. Milne, Queensville. See note under No. 17,160.

17,787. Clay pipe: Nottawasaga township, Simcoe county, Wm. G. Carruthers, Avening.

17,788. Small, recent mat, (Siwash); British Columbia.

17,789 Small glass bottle, covered with fine basket-work in colored pattern, (Siwash); British Columbia.

17,790. Small basket-bowl, (Siwash); Yale, British Columbia.

17,791. Small jadeite axe or chisel; Hope, British Columbia.

17,792. Seal (animal) carved from ivory: Terra Nova, British Columbia.

17,793. 378 very small, discoidal shell beads, from $2\frac{1}{2}$ to 6 millimetres in diameter, most of them less than one-half millimetre in thickness, and in all cases the hole about one-half millimetre in diameter; found on the surface, near graves, at Lytton, junction of Fraser and Columbia Rivers, British Columbia.

These remarkably small and well-made beads are evidently of native manufacture, as may be seen from the method employed in drilling the holes.

(Specimens numbered from 17,788 to 17,793 were found by Mr. W. C. Perry, of New Westminister, British Columbia, and by him presented to the museum.) See also after Laidlaw collection.

17,794-5. Small strombus (?) shells, perforated and otherwise slightly worked; N. $\frac{1}{2}$ lot 11, con. 10, Tiny township, Simcoe, Alex. Santimo, per A. F. Hunter, M.A.

17,796. Ten beads (6 small and discoidal of shell, and 4 of glass); E. ½, lot 19, con. 20, Tiny township; W. H. Richardson, per A. F. Hunter.

17,797. Small, neckless chert arrow-head; N. ½ lot 11, con. 10, Tiny township, Alev. Santimo, per A. F. Hunter.

17,798. Human head effigy from clay pipe bowl: N. ½ lot 11, con. 10, Tiny Township, Alex Santimo, per A. F. Hunter.

17,799. Rabbit-skin robe; Manitoba.

17,800. Huronian slate pipe, stem 2¼ in. long; Blackfoot Indian Reserve.

18,801. Grooved hammer of granite; 2½ miles east of Gladstone, Manitoba.

17,802. Stone pin, 4½ in. long, rounded at both ends; Manitoba.

17,803. Blue chert arrow-head. Middlesex county, Ont.

17,804. Grey chert arrow-head. Middlesex county, Ont.

17,805. Dark brown jasper arrow-head. Silver Islet, Lake Superior.

17,806. 7. Large, bone flesh scrapers, made from leg bone of moose or buffalo. McCurdy homestead, Gilbert Plains, Manitoba.

17,808. Soapstone pipe (modern type) Manitoba.

17,809. Chert arrow-head. Middlesex county, Ont.

17,810. Small piece of raw-hide with paintings in black of bear, deer and other animals. Blood Indian, N. W. Ter.

17,811. Copper fish-hook, brought up from depth of 600 feet of water, within fifteen miles from shore of Isle Royale, Lake Superior. J. C. Dobie, Port Arthur.

17,812. Small brass cross—no locality yet given.

(Specimens numbered from 17,799 to 17,812 were presented to the museum by Rev. Dr. John Maclean, of Neepawa, Manitoba).

17,813. Bone comb (native make) found wrapped in birch bark.

17,814-5. Two stone discs. 17,814 has an animal figure (fox ?) carved on it, and 17,815 bears a phallic-like design.

17,816. Clay pipe bowl, with large, conventionalized human effigy.

17,817. Piece of soapstone perforated—apparently part of some animal figure.

17,818. Human head effigy, from clay pipe bowl.

17,819. Owl head effigy, from clay pipe bowl.

17,820. Small carving of female human figure in bone. Most of the legs gone. Details unusual in Indian workmanship.

(Specimens numbered from 17,813 to 17,820 are placed in the museum on deposit, by Mr. Thomas Crawford, of lot 101, con. 2, Tiny township, where they were found).

17,821. Stone pipe-head, quadrangular in cross sections, bearing carvings of the thunder bird, a man, a quadruped, a cross, and a diagonal pattern; lot 23, con. 11, Blenheim township, Oxford county. W. J. Wintemberg. See figures and description following.

17,822. Arrow or spear-head of silicified wood, from Tampa Bay, Florida. B. E. Walker.

17,823. Large chipped fragment of tool, made from silicified wood, Tampa Bay, Florida. B. E. Walker.

17,824. Arrow-head, two imperfect bone awls, beaver's tooth, blue glass bead, and two imperfect soapstone specimens: lot. 4, con. 8. James Davis, per A. F, Hunter.

17,825. Three photographs, mounted, of stone circle at Callernish, Isle of Lewis, Scotland. A. F. Hunter.

17,826. Engraved portrait of Quatrefages. A. F. Hunter.

17,827. Pen drawing of Memorial church at Penetanguishene. A. F. Hunter.

17,828. Fine spear-head found near corner of Dufferin and Hepbourne streets, Toronto. W. N. Bacon.

Geo. E. Laidlaw Collection.

17,828a to 19,291 includes nearly fifteen hundred specimens, or about three-fourths of the very fine collection presented by Mr. George E. Laidlaw, of "The Fort," Balsam Lake, Victoria county. The whole collection numbers over two thousand pieces, of which upwards of five hundred are well marked fragments of pottery, and defective specimens of various kinds that need not be catalogued, but which are valuable in many respects for comparative uses, and should therefore be preserved.

Most of the Laidlaw collection is from Victoria county, but Scotland, our North-west Territories, British Columbia, Texas, Georgia, Colorado and many places in Ontario besides the Balsam Lake district are represented, *e. g.*, Fort William, Richmond Hill, Guelph, Galt, Woodstock, Midland, Branchton and Beverly.

Under the head of stone axes, adzes, chisels and gouges the number is 186, but only a few of these are highly finished specimens—still they are none the less valuable on this account, for they thus indicate a general taste, or want of taste, on the part of the people who resided coterminous with the Hurons in whose country tools of this kind, good or bad, are rarely found.

Spear-heads, arrow-heads, knives, drills and scrapers of chert are comparatively scanty in number and not remarkable for elegence in shape. Of all varieties, this collection has only 290.

Of gorgets or tablets, too, there are but eighteen of the usual forms. Two of these, however, (one unfinished) are the largest in the museum.

In mortars or mealing-stones, and grinders or pestles, the number is greater than from any other district of Ontario—twenty-seven; and there are other proofs that the people were of comparatively sedentary habits, for amid the numerous ash-heaps of the many village sites that dot the country Mr. Laidlaw has succeeded in collecting 422 objects of bone and horn, including awls, knives, harpoons, chisels, tallies, tubes or long beads, and variously worked teeth of the bear, the wolf, and the beaver.

Next to these in number (omitting the "flints," or chert specimens) come the small discs of stone and pottery, the latter having been produced almost invariably from fragments of clay pots. In no other part of this province have there been found so many discs. Some of the stone ones, but fewer of the clay ones are perforated, and on none is there any mark to distinguish a side as would be necessary in gambling, but this may have been done by the blackening of one side. If this was the use of such specimens, when not bored, those made of pottery would be distinguishable for this purpose by their rounded and hollowed sides. In diameter they vary from five-eighths of an inch to two inches and a half, and in thickness from an eighth to three-eighths of an inch. A few clay discs seem to have been moulded for this purpose.

Considerable use was made of the few shells procurable. Many unio valves show signs of wear on the convex surfaces, and on the edges, as if employed in the one case for smoothing or rubbing, and in the other for scraping. Small and fragile helices seem to have been made into beads or bangles by simply breaking a hole through the body-whorl for stringing purpose. Strings of such shells may have been worn round the leg, under the knee, to make a rattle during a dance, just as bear's claws were. No example of anything made from Floridian or Gulf shells has been found in Victoria, although several of the shells themselves have been met with farther north and west, at Penetanguishene.

As smokers the red men in North Victoria ranked not far behind their neighbors the Hurons, and as pipe artists were quite their equals. Indeed some of the stone pipes in the Laidlaw collection are superior to anything we have from other parts of the country, and several of the clay ones present peculiar features. Some of these pipes, of clay as well as of stone, have been described and figured in former reports, and some others will be referred to probably next year. Mr. Laidlaw

has brought together thirty-five stone and 167 clay pipes, more or less perfect.

Ninety-three miscellaneous articles comprise worked pebbles, hammer-stones, rubbing-stones and unfinished tools of different kinds, and all of great interest.

Native copper tools, rare everywhere, are represented in the collection by only eight specimens, and one of these is from Fort William, on Lake Superior.

A few iron, copper and brass weapons—tomahawks and knives—serve to connect the locality with the appearance of the white man on the scene.

(Where the name of no other person is given, Mr. Laidlaw, himself, was the finder).

17,828a, Small axe, West Bay, Balsam Lake, C. McInnis; 17,829, Small axe, West Bay, Balsam Lake; 17,830, Stone axe, West Bay, Balsam Lake; 17,831, Chisel, Galt, Ont.; 17,832, Small axe, Ayr, R. McCullough; 17,833, Stone axe, West Bay, Balsam Lake; 17,834. Square axe, West Bay, Balsam Lake; 17,835, Stone axe, West Shore, Balsam Lake; 17,836, Small axe, North Bay, Balsam Lake, J. Curry; 17,837, Square axe, West Bay, Balsam Lake; 17,838, Muller, West Bay, Balsam Lake; 17,839. Stone axe, West Bay, Balsam Lake; 17,840, Slick stone, West Bay, Balsam Lake; 17,841, Square axe; Ontario: 17,842, Stone skin dresser, Richmond Hill; 17,843, Small axe, Beverly, Ont.; 17,844, Wedge axe, Galt, Addison; 17,845, Wedge axe, West Bay, Balsam Lake; 17,846, Stone axe, Galt; 17,847, Stone axe, Glasgow, Scotland, J. Samson; 17,848, Chisel, West Bay, Balsam Lake; 17,849; Stone axe, Galt, Ontario; 17,850, Stone axe, Fort William, Lake Superior, A. McNabb; 17,851, Chisel, Ontario; 15,852, Stone axe, West Bay, Balsam Lake, J. Barron; 17,853, Stone axe, Galt, Ont.; 17,854, Stone axe, Galt, Ont,: 17,855, Hand axe, Richmond Hill; 17,856, Chisel, West Bay, Balsam Lake, F. King; 17,857, Axe, Galt; 17,858, Chisel, West Bay, Balsam Lake; 17,859, Chisel, West Bay, Balsam Lake, C. McInnis; 17,860, Stone axe, West Bay, Balsam Lake; 17,861, Stone chisel, West Bay, Balsam Lake; 17,862, Small axe, Ontario: 17,863, West Bay, Balsam Lake; 17,864, Stone axe. West Bay, Balsam Lake; 17,865, Axe, Galt, Ont.: 17,866, Grooved axe, Fort Gratiot, Michigan; 17,867, Stone axe, West Bay, Balsam Lake; 17,868, Stone axe, West Bay, Balsam Lake: 17,869, Chisel, West Bay, Balsam Lake: 17,870, Axe, West Bay, Balsam Lake; 17,871, Grooved maul, Saskatoon, N.W.T.: 17,872, Stone axe, West Bay, Balsam Lake; 17,873, Square axe, West Bay, Balsam Lake; 17,874, Stone axe. West Bay, Balsam Lake; 17,875, Stone axe, West

Bay, Balsam Lake; 17,876, Stone file, West Bay, Balsam Lake; 17,877, Stone axe, West Bay, Balsam Lake; 17,878, Stone tool, Eldon, Dr. Wood, probably hammer; 17,879, Chisel, West Bay, Balsam Lake; 17,880, Stone gouge, Toronto; 17,881, Muller, West Bay, Balsam Lake; 17,882, Small stone axe, Belleville, R. J. Bell; 17,883, Chisel, West Bay, Balsam Lake, W. Graham; 17,884, Stone axe, West Bay, Balsam Lake; 17,885, Hand axe, large, West Bay, Balsam Lake; 17,886, Hand axe, small, West Bay, Balsam Lake; 17,887, Paint pot, Lake Superior, Port Arthur; 17,888, Half of small axe, West Bay, Balsam Lake; 17,889, Fragment of small celt, West Bay, Balsam Lake; 17,890, Small axe, West Bay, Balsam Lake; 17,891, Small axe, West Bay, Balsam Lake; 17,892; Slick-stone, West Bay, Balsam Lake; 17,893, Blade axe, West Bay, Balsam Lake; 17,894-99, Fragments of stone axes, West Bay, Balsam Lake; 17,900, Stone axe, West Bay, Balsam Lake; 17,901, Square axe, North Bay, Balsam Lake; 17,902, Stone axe, North Bay, Balsam Lake; 17,903, Fragment of axe, North Bay, Balsam Lake; 17,904, Long chisel, North Bay, Balsam Lake; 17,905, Stone axe, North Bay, Balsam Lake; 17,906, Small hammer stone, grey slate, North Bay, Balsam Lake; 17,907, Small axe, Balsam Lake; 17,908, Fragment of knife or lance of slate; 17,909, Hammer stone, West Bay, Balsam Lake; 17,910, Small rough axe, West Bay, Balsam Lake; 17911, Rough axe, West Bay, Balsam Lake; 17,912, Unfinished implement, West Bay, Balsam Lake; 17,913, Stone axe, West Bay, Balsam Lake; 17,914, Stone axe, bevelled corners, lot 5, con. 5, Bexley; 17,915, Waterworn stone in shape of an axe, Balsam Lake; 17,916, Small celt, West Bay, Balsam Lake; 17,917, Small slick-stone, West Bay, Balsam Lake; 17,918, Long, large, square axe, Portage Road, Bexley, J. Lylle; 17,919, Broad thin axe, bright green, West Bay, Balsam Lake, J. Pollard; 17,920, Polished axe, Raven Lake, Bexley, R. Pearce; 17,921, Polished axe, Raven Lake, Bexley; 17,922, Woman's semi-lumar slate knife, Logan's Hill, lot 22, con. 3, Eldon; 17,923, Rough square celt, Logan's Hill, lot 22, con. 3, Eldon; 17,924-5, Large grey axes, Bolsover, Dalgleish; 17,926-29, Axes, Markham, J. Barron; 17,930, Small brown axe, Balsam Lake, A. Fountain; 17,931-33, Axes, Balsam Lake, found under a flat rock with pottery, J. Earls, 17,934-35, Stone axes, Balsam Lake; 17,936, Small chisel, lot 9, con. 3, Bexley, G. McKague; 17,937, Small chisel; 17,938, Slickstone, West Bay, Balsam Lake; 17,939, Stone axe, village site on plan, Eldon; 17,940, Hammer stone, degraded axe, Bexley, Calder Hills; 17,941, Small slight gouge, worked surface, West Bay, Portage Road; 17,942, Gouge, worked surface, lot 9, con. 3, Bexley, G. McKague; 17,943, Light colored, green stone axe, polished, Bexley, A. Peel; 17,944, Small axe, made of,

fragment of larger one, Bexley, G. McKague; 17,945, Stone axe, Bexley; 17,946. Stone axe, North Bay, Bexley, J. Bailley; 17,947, Chisel, Corson's Hill, lot 5, con. 5, Bexley; 17,948, Chisel, Heaslip's Point; 17,949, Stone axe, Heaslip's Point; 17,950, Thin, wide, flat celt, Eldon; 17,951, Thick axe, broken edge, Heaslip's Point; 17,952, Duck-billed axe, Long Point, Balsam Lake, Thos. McNish; 17,953, Long double edged chisel, Coboconk, D. Smith; 17,954, Triangular axe; 17,955, Stone axe, Bexley, H. Reid; 17,956, Chisel, Bexley, H. Reid; 17,957, Small chisel, Heaslip's Point; 17,958, Small chisel, Long Point, Balsam Lake, Jas. Rae; 17,959, Gouge, Eldon, C. Fry; 17,960, Polished axe, Eldon, C. Fry; 17,961, Celt, Eldon, D. Wright; 17,962, Hammer, cylindrical, grave, Coboconk, J. Bouns; 17,963, Blocked-out, unfinished axe, Bexley; 17,964, Small rough axe, club head, lot 9, con. 3, Bexley, G. McKague; 17,965, Gouge, polished argillite, chisel ended, Bolsover, Eldon, Jas. McGirr; 17,966, Hand cut argillite, Somerville Township; 17,967, Small flat axe, Somerville Township; 17,968, Small chisel, Somerville Township; 17,969, Argillite axe, Eldon, C. Fry; 17,970, Part of woman's semi-lunar slate knife, Eldon, C. Fry; 17,971, Large Huronian slate axe, showing pecking, polishing and flaking, Bolsover, Jas. McGirr; 17,972, Stone axe, Bolsover, Jas. McGirr; 17,973, Large axe, split and re-worked, Bexley, M. McNerney; 17,974, Square axe, lot 44-5, con. 8, Eldon village site, Jas. McDonald; 17,975 Axe, partly polished, lot 44-5, con. 8, Eldon village site, Jas. McDonald; 17,976, Large rough axe, Eldon, S. Truman; 17,977, Blade of large polished axe, Eldon; 17,978, Smoothing stone or hand hammer, Eldon, 17,979-80, Two small axes, one rather flat, Bexley, M. Nevin; 17,981, Small axe, Laxton, W. Peel; 17,982, Skin dresser, Elbow, Saskatchewan; 17,983, Bone harpoon, incised sides, West Bay, Balsam Lake, C. Laidlaw; 17,984, Horn implement, West Bay, Balsam Lake; 17,985, Horn implement, perforated, West Bay, Balsam Lake; 17,986, Spawl bone, perforated, West Bay, Balsam Lake; 17,987, Bone arrowhead, West Bay, Balsam Lake; 17,988, Bone arrowhead, West Bay, Balsam Lake; 17,989-98, Bone ornaments, either for necklace or for sewing on garments, West Bay, Balsam Lake; 17,999-18,002, Bone awls, West Bay, Balsam Lake; 18,003-4, Pottery markers, West Bay, Balsam Lake; 18,005-8, Bone awls, West Bay, Balsam Lake; 18,009-20, Bone tubes or beads, West Bay, Balsam Lake; 18,021, Bone tube and tally incised marks, West Bay, Balsam, Lake; 18,022, Bone spawl, West Bay, Balsam Lake; 18,023, Bone spawl, West Bay, Balsam Lake; 18,024, Bone spawl, West Bay, Balsam Lake; 18,025, Horn Implement, West Bay, Balsam Lake; 18,026-27, Small bone awls, West Bay, Balsam Lake; 18,028, Large

bone needle, West Bay, Balsam Lake; 18,029-32, Bone spawls, West Bay, Balsam Lake; 18,033, Incised bone spawl, West Bay, Balsam Lake; 18,034-35, Unfinished bone implement, West Bay, Balsam Lake; 18,036, Fragment of bone tally, West Bay, Balsam Lake; 18,037, Fragment of bone tube, West Bay, Balsam Lake; 18,038-39, Bone tubes, West Bay, Balsam Lake; 18,040, Awl, West Bay, Balsam Lake; 18,041, Awl, village site on plan, West Bay, Balsam Lake, W. Pollard; 18,042, Bone ornament, Portage road, Bexley, W. Pollard; 18,043, Harpoon, 3 barbs, hole at end; 18,044-7, Awls; 18,048, Bone tubes; 18,049-54, Bones worked, but use not known (from 18,043-54, A. Burns farm, Village site No. 1 on plan near Portage Road, Bexley); 18,055, Awl, Markham, Ont, J. Barron; 18,056, Bone awl, Heaslip's Pt., West Bay, Balsam Lake; 18,057, Sawed bone, Heaslip's Pt., West Bay, Balsam Lake; 18,058, Tine, village site, lot 9, concession 3, Bexley, McKague; 18,059, Curved bead, village site, lot 9, concession 3, Bexley, McKague; 18,060, Hollow, worked bone, village site, lot 9, concession 3, Bexley, McKague: 18,061, Fragment of large bear tusk, village site, lot 9, concession 3, Bexley, McKague; 10,062, Fragment of worked bone, knob at end, village site, lot 9, concession 3, Bexley, McKague; 18,063-4, Bone awls, village site, lot 9, concession 3, Bexley, McKague; 18,065, Bone awl, village site, lot 5, concession 5, Bexley, McKague: 18,066, Skin-dresser of elk horn, Alberta, North-West Territories: 18,067, Hollow bone, Bexley; 18,068-70, Bone awls, Capt. Corson's farm; 18,071, Bone beads, square off at end, lot 5, concession 5, Bexley; 18,072-3, Carpal bone, lot 5, concession 5, Bexley; 18,074, Perforated fish-head bone; 18,075, Horn weapon, Logan's Hill, lot 22, concession 3, Eldon, R. Stanley; 18,076, Bone awl, Logan's Hill, lot 22, concession 3, Eldon, R. Martin; 18,077, Worked bone, Logan's Hill, lot 22, concession 3, Eldon, R. Martin; 18,078, Hollow bone, squared-off ends, lot 22, concession 3, Eldon, R. Martin; 18,079, Metacarpal bone, one perforation at end, eight perforations at other, Coboconk, D. Smith; 18,080, Bone awl, Somerville township, Mrs. White; 18,081, Bone arrow-point, Somerville township, Mrs. White; 18,082-85, Bone awls, lot 9, concession 3, Bexley, G. McKague; 18,086, Bone weapon or club-head, Bexley; 18,087, Horn showing tracings of work, Bexley; 18,088, Worked bone, Bexley; 18,089, Canine tooth, Bexley; 18,090, Gorget, 2 holes, Galt; 18,091-3, Bone awls or needles, W. Benson's farm, west half of lot 5 and 6, concession 2, Bexley; 18,094-7, Bone beads, found by D. Boyle on W. Benson's farm, west half of lots 5 and 6, concession 2, Bexley; 18,098-100, Bone awls, Balsam Lake, Eldon, Jas. McGirr; 18,101-06, Bone awls, Corbett's Hill, lot 5, concession 5, Bexley; 18,107, Large bear's tusk, ground on one side, Corbett's Hill,

lot 5, concession 5, Bexley: 18,108, Perforated wolf's tusk, Corbett's Hill, lot 5, concession 5, Bexley; 18,109, Unworked wolf's tusk, Corbett's Hill, lot 5, concession 5, Bexley: 18,110-11, Bone awls, Corbett's Hill, lot 5, concession 5, Bexley; 18,112, Worked bone, Corbett's Hill, lot 5, concession 5, Bexley; 18,113, Bear's tusk, lot 45, concession 8, Eldon, Jas. McDonald; 18,114, Bear's tusk, lot 45, concession 8, Eldon, J. Campbell: 18,115, Bone harpoon, Bolsover, Jas. McGirr: 18,116, Large bone awl, Bolsover, Jas. McGirr; 18,117, Horn chisel, edge tool, Bolsover, Jas. McGirr: 18,118, Bone bead, Benson's farm, Bexley; 18,119, Worked spike horn, found on J. McDonald's farm, lot 45, concession 8, Eldon, C. Grilse; 18,120, Worked broken horn, found on J. McDonald's farm, lot 45, concession 8, Eldon, C. Grilse; 18,121-33, Bone awls, found on J. McDonald's farm, lot 45, concession 8, Eldon, C. Grilse; 18,134-36, Small bone beads, found on J. McDonald's farm, lot 45, concession 8, Eldon, C. Grilse; 18,137-38, Large bone beads, found on J. McDonald's farm, village site No. 10, on plan, Eldon, C. Grilse; 18,139, Horn arrow-head, found on J. McDonald's farm, lot 45, concession 8, Eldon, C. Grilse; 18,140, Bear's tusk, one-half ground down, found on J. McDonald's farm, lot 45, concession 8, Eldon, C. Grilse: 18,141, Fragment of needle with perforated eye, found on J. McDonald's farm, lot 45, concession 8, Eldon, C. Grilse; 18,142, Perforated tally for suspension, found on J. McDonald's farm, lot 45, concession 8, Eldon, J. McDonald: 18,143, Worked horn tool, found on McDonald's farm, lot 45, concession 8, Eldon, J. McDonald: 18,144-5, Socketed points of horn, found on J. McDonald's farm, lot 45, concession 8, Eldon, J. McDonald; 18,146, Large bone awl, lot 9, concession 3, Bexley, Ont., G. McKague; 18,147, Pottery marker, Eldon, J. Stanley; 18,148, Bone awl, Eldon: 18,149-50, Large bone beads, Eldon; 18,151, Perforated wolf tooth, Eldon: 18,152-61, Bone awls, lot 5, concession 5, Bexley, G. Irwin; 18,162, Bone awl tally, lot 5, concession 5, Bexley, G. Irwin: 18,163-4 Large bone beads, lot 5, concession 5, Bexley, G. Irwin: 18,165-69, Bone beads, lot 5, concession 5, Bexley, G. Irwin; 18,170, Bone bangle, lot 5, concession 5, Bexley, G. Irwin: 18,171, Bear's tusk, ground for a tool, lot 5, concession 5, Bexley, G. Irwin: 18,172, Beaver's tusk, ground for a tool, lot 5, concession 5, Bexley, C. Irwin; 18,173, Perforated wolf's tooth, lot 5, concession 5, Bexley, G. Irwin; 18,174-5, Perforated needle bone, lot 5, concession 5, Bexley, G. Irwin; 18,176, Perforated fish-head bone, lot 5, concession 5, Bexley, S. Harbaugh; 18,177, Horn arrowhead, lot 5, con. 5, Bexley, G. Irwin; 18,178; Worked horn chisel edge, lot 5, con. 5 Bexley, G. Irwin; 18,179, Sioux calumet (Standing Buffalo), Fort Qu'Appelle, J. Leader; 18,180, Blackfoot calumet, North-west Territory; 18,181, Pipe, (Mis-

sissauga) Belleville, R. J. Bell: 18,182, Unfinished pipe, West Bay, Balsam Lake, J. Linwood; 18,183, Squaw pipe, Piegan Indian, Fort McLeod; 18,184, Eagle pipe, grave, Midland City, Dr. Wood; 18,185-7, Pipes Winnipeg, North-west Territory, Lyman Dwight; 18,188, Polished black grey vase pipe bowl, Eldon, A. Burns; 18,189, Polished white stone pipe, double stem-hole, found in Fenelon some years ago: two holes meeting at an acute angle, beneath another hole for attaching ornament, Cambray, N. Jackson; 18,190, Bear pipe, Dalgleish, Bolsover; 18,191, Stone pipe stem, Balsam Lake; 18,192, Locomotive pipe, Indian Hill, A. Burns; 18,193, Panther pipe, Mud Lake, Carden, Ont., G. Fox: 18,194, Square stone pipe with diagonal cross lines, village site lot 9, con. 3, Bexley, McKague: 18,195, Unfinished vase pipe, Coboconk; 18,196, Stone "cigar-holder" pipe, lot 5, con. 5, Bexley; 18,197, Stone pipe, modern western type, found in excavating for railway, Edmonton, N.W.T., Jas Laidlaw; 18,198, Stone pipe, modern, Alberta; 18,199, Fragment of a pipe, man's head on bowl and animal on stem, North-west coast, A. McNabb; 18,200, Square stone pipe, diagonal lines incised at side, long and slender, bear's head in relief, Corbett's Hill, lot 5, con. 5, Bexley; 18,201, White stone pipe, Woodville, J. Gilchrist; 18,202, Oval red slate gorget, 2 holes, Woodstock, Ont., J. Petheram; 18,203, Oval slate gorget, 2 holes, West Bay, Balsam Lake; 18,204, Gorget, concave, 2 holes, N. Cameron; 18,205, Gorget evidently larger and broken, with three holes, then smoothed down: 18,206, Slate, green, plate apparently being shaped for a gorget, West Bay, Balsam Lake; 18,207 Blocked-out slab of slate for gorget, West Bay, Balsam Lake; 18,208, Slate pendant bracer-like, West Bay, Balsam Lake; 18,209, Rough pendant, West Bay, Balsam Lake; 18,210, Fragment of bracer or pendant, West Bay, Balsam Lake; 18,211, Ovate pendant, Bolsover, Dalgleish; 18,212, Slab slate, probably intended for gorget, Bexley; 18,213, Piece of slate, probably intended for gorget, Bexley; 18,214, Micaceous schist slab unfinished, Eldon; 18,215, Fragment of pendant of Huronian slate, Carden, Jas. McKee; 18,216, Perforated slate pendant, Balsam Lake, Eldon, Jas. McGirr; 18,217, One-half of slate crescent broken at perforation, Balsam Lake, Eldon, Jas. McGirr: 18,218, Large slab of Huronian slate, evidently an unfinished gorget, lot 1, con. 10, Thorah, Chas. Youill; 18,219, Large finished square gorget, Huronian slate, found with the preceding due, Chas. Youill; 18,220, Copper pick, Fort William, Lake Superior, A. McNabb; 18,221, Copper arrowhead, socket formed by bending the edges inwards, West Bay, Balsam Lake, G. Bemis; 18,222, Copper knife found twenty years ago, Dalgleish, Bolsover; 18,223, Copper knife found near line of Trent Valley Canal, lot 3, South Portage

Road, Bexley, Duncan McPhail; 18,224, Copper spear, Bexley, M. Sayers; 18,225, Copper implement found under a large pine stump, implement eleven inches long, two and a half maximum width; 18,226, Copper spear, Beaverton, Ont.; 18,227, Copper scraper, found in canal excavation where it crosses Portage Road, eight feet deep, Eldon, Alex. Miles; 18,228, Clay pipe, human face effigy, pointed nose, West Bay, Balsam Lake; 18,229, Clay pipe, human face effigy, Indian Hill, West Bay, Balsam Lake, J. Richardson; 18,230, Clay pipe, semi cornet shaped, West Bay, Balsam Lake; 18,231, Clay pipe, plain cornet shaped, Indian village, West Bay, Balsam Lake; 18,232, Clay pipe, (small) four rings, West Bay, Balsam Lake; 18,233, Clay pipe, (small, rough) West Bay, Balsam Lake; 18,234, Clay pipe, (flat front) arms at the side, Indian Hill, J. Richardson; 18,235, Clay pipe, (stem); 18,236, Clay pipe, plain cornet shaped, Indian village, West Bay, Balsam Lake, J. Richardson; 18,237, Clay pipe, plain cornet shaped, West Bay, Balsam Lake, J. Cameron; 18,238, Clay pipe, plain cornet shaped, West Bay, Balsam Lake, J. Cameron; 18,239, Clay pipe, plain, West Bay, Balsam Lake; 18,240, Clay pipe, plain and stem, West Bay, Balsam Lake; 18,241, Clay pipe, rings on ridge, West Bay, Balsam Lake; 18,242, Clay pipe, semi-cornet-shaped, ornamented end stem, West Bay, Balsam Lake; 18,243, Clay pipe, semi-cornet-shaped, plain, small, West Bay, Balsam Lake; 18,244, Clay pipe, plain cornet-shaped and stem, West Bay, Balsam Lake; 18,245, Clay pipe, cornet-shape, ornamented, West Bay, Balsam Lake; 18,246, Clay pipe, plain cornet-shaped and stem, Indian village, West Bay, Balsam Lake; 18,247, Clay pipe, ridged top, West Bay, Balsam Lake; 18,248, Clay pipe, semi-cornet-shaped, (small) West Bay, Balsam Lake; 18,249, Clay pipe, five incised rings on bowl, West Bay, Balsam Lake; 18,250, Clay pipe, ornamented cornet-shaped, Indian village, West Bay, Balsam Lake, J. Richardson; 18,251, Clay pipe, plain cornet-shaped, West Bay, Balsam Lake; 18,252, Clay pipe, plain cornet shaped, West Bay, Balsam Lake; 18,253, Clay pipe, ornamented lower part of bowl and stem, West Bay, Balsam Lake; 18,254, Clay pipe, small (and stem), incised rings on bowl, West Bay, Balsam Lake; 18,255, Clay pipe, plain, cornet-shaped (and stem), West Bay, Balsam Lake; 18,256, Clay pipe and stem (fragment of) showing mode of making hole for smoke by means of a cord being inlaid and then burnt out, West Bay, Balsam Lake; 18,257, Clay pipe, large, cornet shaped, West Bay, Balsam Lake; 18,158, Clay pipe, incised rough bowl, West Bay, Balsam Lake; 18,259, Clay pipe, ornamented bowl, longtitudinal ridges, West Bay, Balsam Lake; 18,261, Clay pipe and stem (fragment of) perforated, West Bay, Balsam Lake; 18,262, Clay pipe (fragment of) bowl with square top, West Bay, Balsam Lake;

18,263, Clay pipe and stem (fragment of), West Bay, Balsam Lake; 18,264, Clay pipe and stem (fragment of) snake entwined, West Bay, Balsam Lake; 18,265, Clay pipe, bulged, ringed top, West Bay, Balsam Lake; 18,266, Clay pipe, five ringed top, four holes, Balsam Lake, D. McGillivray; 18,267, Clay pipe, small, Heaslip's Point; 18,268, Clay pipe, very small round bowl, village site, lot 9, con. 3, Bexley; 18,269, Clay pipe, top ground off, village site, found on Capt. Corson's farm, lot 5, con. 5, Bexley; 18,270, Clay pipe, square top, village site, found on Capt. Corsen's farm, lot 5, con. 5, Bexley; 18,271, Clay pipe, rough, thick and course, found on lot 9, con. 3, Bexley; 18,272, Clay pipe, rough cornet shaped, found on lot 9, con. 3, Bexley; 18,273, Clay pipe, stem (ornamented) lot 9, con. 3, Bexley; 18,274, Clay pipe, Huron, with a square mouth, lot 5, con. 5, Bexley; 18,275, Clay pipe, rough, semi-cornet shaped, four indentations, lot 2, con. 3, Logan's Hill, Eldon, R. Stanley; 18,276, Clay pipe, common cornet shaped, scalloped rim, Logan's Hill, Eldon, R. Stanley; 18 277, Clay pipe, traders, early type, Portage Road, J. Merry; 18,278, Clay pipe, double faced, J. Bartley; 18,279, Clay pipe, large semi-cornet shaped, four indentations, ornamented top, West Bay, Balsam Lake; 18,280, Clay pipe, small, semi-cornet shaped, bowl of four convex sides, dotted angles, lot 9, con. 3, Bexley; 18,281, Clay pipe, face, back with five scollopes, G. McKague's farm, Bexley; 18,282, Clay pipe, fragment of, with five angled top, indentations at angles and ornamented with concave between, found on G. McKague's farm, Bexley; 18,283, Clay pipe with large face, Woodville, C. J. Gilchrist; 18,284, Clay pipe, stem large, Woodville, C. J. Gilchrist; 18,285, Clay pipe, solid, seven scalloped rings on top, Woodville, C. J. Gilchrist; 18,286, Clay pipe, semi-cornet-shaped, ornamented top; Woodville, C. J. Gilchrist; 18,287, Clay pipe, stem flattened (fragment of) three rows of holes at side, Logan's Hill, lot 22, con. 3, Eldon, R. Stanley; 18,288, Clay pipe, small, plain cornet-shaped, rough bowl, Logan's Hill, R. Stanley; 18,289, Clay pipe, small, plain, bowl with face high up and looking in, Logan's Hill, R. Stanley; 18,290, Clay pipe, small, plain, hole bored in bowl for stem, Logan's Hill, R. Stanley; 18,291, Clay pipe, small bowl, five scalloped rings, row of holes below, Logan's Hill, R. Stanley; 18,292, Clay pipe, semi-cornet shaped, ornamented top. Logan's Hill, R. Stanley; 18,293, Clay pipe, upper part of bowl indentations, 2 rings, Kirkfield; 18,294, Clay pipe, human face effigy, Lake Nipissing, J. Richardson.

18,295, Green stone spearhead, Ayr, Ont., R. McCulloch; 18,296, Greenstone knife or spearhead, Puslinch, Ont., D. Cameron; 18,297, Flanged implement, (grave) Galt, Ont., N. Goodall; 18,298-9, Scraper lance-shaped knife, Galt, Ont.; 18,300-1, Circular implement, West

Bay, Balsam Lake; 18,302, Implement, West Bay, Balsam Lake; 18,303, Leaf-shaped implement, Belleville, Ont.; 18,304-6, Notched base spearheads, Galt, Ont.; 18,307-13, Stem base spearheads, Galt, Ont.; 18,314-15, Spearhead, Galt, Ont.; 18,316, Double notched spearhead, Belleville, R. J. Bell; 18,317, Spearhead, Galt, Ont.; 18,318, Bart stem spearhead, Galt; 18,319, Spearhead, West Bay, Balsam Lake; 18,320, Long, slender, narrow, white spearhead, West Bay, Balsam Lake; 18,321, Stemmed, concave, sided spearhead, Branchton, Ont,; 18,322, Slender notch base spearhead, Galt; 18,323, Triangular spearhead, Puslinch, D. Cameron; 18,324, Leaf implement, Galt, Ont.; 18,325, oval implement, West Bay, Balsam Lake, N. Thacker; 18,326, Leaf implement, Guelph, Ont.; 18,327, Large implement, West Bay, Balsam Lake; 18,329, Stem spearhead, West Bay, Balsam Lake; 18,329, Notched broad base spearhead, Puslinch, D. Cameron; 18,330, Large implement, convex sides, square base, West Bay, Balsam Lake; 18,331, Large implement, convex sides, square base, Guelph Ont; 18,332-3, Two flake knifes, Ont,; 18,334, Stemmed spearhead, Guelph; 18,335, Notched broad base spearhead, Branchton; 18,336, Stem spearhead, West Bay, Balsam Lake; 18,337, Stem spearhead, serrated barb, Ont.; 18,338, Notched broad based spearhead, Belleville, R. J. Bell; 18,339-40, Stem spearheads, Guelph; 18,341-2, Small notches, Galt; 18,343-4, Broad based arrowheads, West Bay, Balsam Lake; 18,345-6, Short, broad barb arrowheads, Galt, Ont.; 18,347, Notched arrowhead, West Bay, Balsam Lake; 18,348, Broad base arrowhead, West Bay, Balsam Lake; 18,349-50, Stemmed arrowheads, Galt Ont.; 18,351, Long arrowhead, notched broad base, Galt; 18,352-53, Stem arrowheads, New Jersey; 18,354, Notched arrowhead, Woodstock, J. Petheram; 18,355-56, Broad arrowheads, base notched, Ont.; 18,357-58, Broad stem arrowheads, Toronto; 18,359, Long fish jigger, Ont.; 18,360-61 Implements, West Bay, Balsam Lake; 18,362-64, Notched base, short, broad triangular arrowhead, Galt; 18,365-66, Fragments of oval implements, Beverly, R. Burke; 18,367, Arrowhead, Belleville, R. J. Bell; 18,368-9, Arrowheads, Galt; 18,370, Arrowheads, double cut notches, Eglinton; 18,371, Arrowheads, Branchton; 18,372, Arrowheads, Ont.; 18,373-4, Arrowheads, Galt; 18,375, Arrowheads, serrated, Puslinch, D. Camerom; 18,376, Arrowhead, serrated, Guelph; 18,377, Arrowhead, West Bay, Balsam Lake; 18,378, Awl, club-based, West Bay, Balsam Lake; 18,379, Awl, club-based, Ont.; 18,380, Almond scraper, West Bay, Balsam Lake; 18,381, Arrowhead, West Bay, Balsam Lake; 18,382, Arrowhead, Guelph, Ont.; 18,383, Large slate fish jigger, Belleville, R. J. Bell; 18,384, Small slate fish jigger, Belleville, R. J. Bell; 18,385, Carnelian(?) arrowhead, broad notched base, Puslinch,

D. Cameron ; 18,386-8, Small arrowheads, California, Addison ; 18,389, Arrowhead, convex base, Lambton, Ont., G. Shaw ; 18,390, Arrowhead, triangular, California, U. S. A. ; 18,391, Arrowhead, Galt ; 18,392, Arrowhead, Branchton, Ont. ; 18,393, Almond-shaped scraper, Beverley. Ont., R. Burke ; 18,394, Semi-circular scraper, West Bay, Balsam Lake ; 18,395, Almond-shaped scraper, West Bay, Balsam Lake; 18,396, Arrowhead, barbed, triangular, concave base, Galt; 18,397, Arrowhead, barbed, serrated, Branchton ; 18,398, Arrowhead, West Bay, Balsam Lake ; 18,399, Arrowhead, Galt ; 18,400, Arrowhead, Guelph ; 18,401, Arrowhead, (curved) Galt ; 18,402, Arrowhead, West Bay, Balsam Lake ; 18,403, Arrowhead, small, triangular, Puslinch, D. Cameron ; 18,404, Arrowhead, Ontario, 18,405, Arrowhead, Galt ; 18,406, Arrowhead, square based, Galt, Ont. ; 18,407, Club based awl, Galt, Ont. ; 18,408, Arrowhead, West Bay, Balsam Lake ; 18,409-11, Arrowhead, Galt ; 18,412, Arrowhead, Guelph ; 18,413-15, Arrowhead, State of Georgia ; 18,416, Arrowhead, Ontario ; 18,417, Arrowhead, triangular, West Bay, Balsam Lake ; 18,418, Arrowhead, small, West Bay, Balsam Lake ; 18,419, Arrowhead, small, Ont. ; 18,420, Arrowhead, small, Simcoe ; 18,421, Arrowhead, Pacific coast, G. Shaw ; 18,422, Arrowhead, Beverly, R. Burke ; 18,423, Arrowhead, Guelph ; 18,424, Arrowhead, Branchton, 18,425-26. Arrowhead, Galt ; 18,427, Arrowhead, Ontario ; 18,428, Arrowhead, Ontario ; 18,429, Arrowhead, Toronto ; 18,430, Arrowhead, West Bay, Balsam Lake ; 18,431, Arrowhead, Beverly, R. Burke ; 18,432, Arrowhead, white, Ont. ; 18,433-35, Arrowhead, slender, Galt ; 18,436, Arrowhead, white, West Bay, Balsam Lake ; 18,437, Arrowhead, Blair, Ont. ; 18,438, Arrowhead, Schenectady, N. Y., J. Cooper ; 18,439-43, Arrowhead, West Bay, Balsam Lake ; 18,443, Leaf shape implements, West Bay, Balsam Lake ; 18,444, Awl, West Bay, Balsam Lake ; 18,445-47, Arrowheads, West Bay, Balsam Lake ; 18,448, Arrowheads, triangular, convex base, West Bay, Balsam Lake ; 18,449-51, Arrowheads, small, white, West Bay, Balsam Lake, A. Burns ; Metal relics showing contact with white men, West Bay, Balsam Lake— 18,452-4, Tomahawks, brand, Maltese cross on the right side, pick back, West Bay, Balsam Lake ; 18,455, French axe, brand, three Maltese crosses on both sides, Galt ; 18,456, French axe, brand, three Maltese crosses on both sides, West Bay, Balsam Lake ; 18,457, Tomahawk, brand, Maltese cross on both sides, West Bay, Balsam Lake ; 18,458, Spoon, pewter, found in grave with other relics, West Bay, Balsam Lake ; 18,459, Knife, West Bay, Balsam Lake ; 18,460, Knife blade, West Bay, Balsam Lake ; 18,461, Piece of rifle barrel, West Bay, Balsam Lake ; 18,462, French axe, root through eye, found under an upturned cedar, West Bay, Balsam Lake ; 18,463, French iron axe,

brand three Maltese crosses on both sides, West Bay, Balsam Lake; 18,464, French iron axe, brand, one Maltese cross on both sides, West Bay, Balsam Lake; 18,465, String of bells, found in grave on the shores of West Bay, Balsam Lake; 18,466, Brooch, silver, found in grave on the shores of West Bay, Balsam Lake; 18,467, Copper pot, found in grave on the shores of West Bay, Balsam Lake; 18,468, Tomahawk, iron, found by an old fire place, West Bay, Balsam Lake, G. Pollard; 18,469, Part of an iron gun barrel, West Bay, Balsam Lake; 18,470, Brass spearhead, Portage Road, Bexley, A. Burns; 18,471, Scalping knife, found in grave with pipe, Edmonton, North West Territory; 18,472., Ghost arrowhead found in Laidlaw's garden, head of Portage Road, G. Pollard; 18,473, Brass pipe, tomahawk, dovetailed (bit) of steel, engraved scroll work, D. McNeil; 18,474, Steel spearhead, Eldon, S. Truman; 18,475-77, Three pieces of sheet copper, Eldon, S. Truman; 18,478, Ghost arrowhead, sheet copper, Beaverton, C. Morrison; 18,479, Steel for striking fire, Bolsover, J. McGirr; 18,480, Iron adze gouge-edged, Coboconk, J. Moore; 18,481, Heavy gouge, wide lipped, lot 9, con. 3, Bexley, G. McKague.

18,482-66, Pottery stones, may be circular hand hammers, West Bay, Balsam Lake; 18,487-8, Corn grinders; 18,489, Pottery stone, Indian Hill, lot 1 north portage road, Bexley; 18,490, Pottery stone, West Bay, Balsam Lake; 18,491, Polished pebble, West Bay, Balsam Lake; 18,492, Corn grinder, West Bay, Balsam Lake; 18,493, Pottery stone, West Bay, Balsam Lake; 18,494-95, Mortars, North Bay, Balsam Lake; 18,496, Mortar, North Bay, Balsam Lake, D. Graham; 18,497, Mortar on boulder, shore of West Bay, Balsam Lake; 18,498, Corn grinder, near village site, block E; 18,499, Pottery stone, Raven Lake, Bexley, H. Pearce; 18,500, Polished pebble, Bexley; 18,501, Mortar, Big Island, Balsam Lake, V. Middleton; 18,502, Arrowhead, triangular stem, serrated Chili, South America; 18,503, Mortar, Heaslip's Point; 18,504, Mortar, Heaslip's Point; 18,505, Mortar, Heaslip's Point; 18,506, Arrowhead, Branchton; 18,507, Pestle, West Bay, Balsam Lake; 18,508, Corn grinder, upper stone, ash-bed, Rummerfield Hill; 18,509, Half of mealing stone, upper stone, ash-bed, Rummerfield Hill, lot 1, north portage road, Bexley; 18,510-11, Stone and pottery, beads and discs, perforated stone discs, West Day, Balsam Lake; 18,-512, Unfinished stone disc, West Bay, Balsam Lake; 18,513, Fragment of a clay bead, West Bay, Balsam Lake; 18,514, Perforated clay disc, West Bay, Balsam Lake; 18,515, Perforated clay disc, (unfinished), West Bay, Balsam Lake; 18,516-7, Pottery discs, (unfinished), West Bay, Balsam Lake; 18,518, Pottery disc, (unfinished), West Bay, Balsam Lake; 18,519-21, Pottery discs, village site on plan, lot 1-2, North

Portage Road, Indian Hill, Bexley, A. Burns; 18,522, Pottery disc, village site on lots 1-2 North Portage Road, Indian Hill, Bexley, (perforation being started) A. Burns: 18,523, Pottery disc, village site, plan No. 5, on McKague's farm, lot 9, con. 3, Bexley: 18,524-5, Stone discs, village site on plan 5, and found on McKague's farm, lot 9, con. 3, Bexley: 18,526, Stone discs (perforation started on both sides), Bexley; 18,527, Pottery disc, village site on plan 3, found on Capt. Corson's farm, lot 5, con. No. 3, Bexley: 18,528, Stone disc, small, village site on plan 3, found on Capt. Corson's lot 5, con. 5, Bexley; 18,529, Stone ball, village site on plan No 3, found on Capt. Corson's lot 5, con. 5, Bexley; 18,530, Pottery disc, found on Benson's farm: 18,531, Pottery disc, Corbett's Hill; 18,532, Pottery disc, one-half, small, split, Corbett's Hill; 18,533, Stone disc. unfinished, Corbett's Hill, lot 5, con. 5, Bexley; 18,534, Large stone disc (fragment of) Corbett's Hill, lot 5, con. 5, Bexley; 18,535, Perforated stone disc, Corbett's Hill, lot 5, con. 5, Bexley; 18,536, Unfinished stone disc, Corbett's Hill, lot 5, con. 5, Bexley; 18,537, Unfinished stone disc, Logan's Hill, lot 22, con. 3, Eldon, R. Stanley: 18,538, Small bead, lot 22, con. 2, R. Stanley; 18,539, Perforated stone disc, Coboconk, D. Smith; 18,540, Small perforated stone disc, Coboconk, D. Smith; 18,541, Polished and perforated stone disc, Coboconk, D. Smith; 18,542, Large perforated broken stone disc, Coboconk, D. Smith; 18,543-4, Large unfinished stone disc, Coboconk, D. Smith; 18,545, Very small bead stone, Coboconk, D. Smith; 18,546 Unfinished pottery disc, lots 44 and 45 S. Portage Road, Eldon, D. Boyle; 18,547, Perforated large stone disc, lot 5, con. 5, Corbett's Hill; 18,548, Perforated small stone disc, lot 5, con. 5, Corbett's Hill; 18,549, Large white disc, Somerville twp.; 18,550, Part of pottery disc, Bexley; 18,551-4, Pottery discs, found on Benson's farm, west half lot 5, 6, con. 2, Bexley.

18,555, Arrowhead, Grass River, Eldon, A. Burns; 18,556, Arrowhead, Portage Road, West Bay, Balsam Lake, Bexley: 18,557, Drill (?) Portage Road, West Bay, Balsam Lake, Bexley; 18,558, Arrowhead, Portage Road, West Bay, Balsam Lake, Bexley, G. Pollard; 18,559, Arrowhead, Portage Road, West Bay, Balsam Lake, Bexley; 18,560, Arrowhead (triangular), Portage Road, West Bay, Balsam Lake; 18,-561: Carnelian(?) scraper, Portage Road, West Bay, Balsam Lake, Bexley; 18,562, Broken drill, Portage Road, West Bay, Balsam Lake; 18,563, Arrowhead, West Bay, Balsam Lake, A. Burns; 18,564, Arrowhead, Balsam Lake. A, Burns; 18,565, Arrowhead, taken from a grave and along with a large implement, near Galt, N. Goodall; 18,566, Drill, Balsam Lake, A. Burns; 18,567, Slate arrowhead, Bolsover, Dalgleish; 18,568, Broad spearhead, Markham, Ont.; 18,569, Quartz arrowhead

found at the head of Portage Road, West Bay, Balsam Lake; 18,570, Arrowhead, Ant Island, Balsam Lake: 18,571, Arrowhead, Texas, U.S.A., J. McNabb: 18,572, Arrowhead implement, Texas, L. McNabb: 18,573, Arrowhead, Balsam Lake; 18,574, White arrowhead, West Bay, Balsam Lake, found at the head of Portage Road, A. Burns; 18,575-6. Broad based arrowhead, West Bay, Balsam Lake, found at the head of Portage Road, A. Burns: 18,577, Round point arrowhead, West Bay, Balsam Lake, found at the head of Portage Road, A. Burns; 18,578, Flint drill, broken point, Green county, Texas, J. McNabb; 18,579, Arrowhead, long fish jigger, (?) Green county, Texas, J. McNabb; 18,580-2, Arrowheads, Green county, Texas, Miss Fergusson; 18,583-93, Arrowheads of various shapes and sizes, San Angelo, Texas, Miss Fergusson; 18,594, Arrowhead, West Bay, Balsam Lake: 18,595, Point of drill, West Bay, Balsam Lake; 18,596-610, Palœolithic-like implements Texas, Miss Fergusson: 18,611-12, Oval implement, Texas, Miss Fergusson; 18,613, Knife, implement, Texas, Miss Fergusson; 18,614-19 Flake implement, Texas, Miss Fergusson; 18:620, Awl, Texas, Miss Fergusson; 18,621, Implement, Texas, Miss Fergusson; 18,622-27, Arrowheads, Texas, Miss Fergusson: 18,628-29, Large arrowheads, Texas, Miss Fergusson; 18,630, Triangular arrowheads, Texas, Miss Fergusson; 18,631, Arrowhead, West Bay, Balsam Lake; 18,632, Broad based arrowhead, West Bay, Balsam Lake; 18,633, Oval scraper, West Bay, Balsam Lake; 18,634, Semi-circular scraper, West Bay, Balsam Lake; 18,635, Semi-circular scraper, Colorado, R. C. Carruthers; 18,636-37, Arrowheads, Saguache county, Colorado; 18,638-40, Small arrowheads, Saguache county, Colorado; 18,641, Small scrapers, Saguache county, Colorado; 18,642, Rough arrowhead, round top, Saguache county, Colorado; 18,643-46, Palœolithic-like, Texas, Miss Fergusson; 18,647-8, Flakes, Texas, Miss Fergusson: 18,649-52, Oval scrapers, Texas, Miss Fergusson: 18,653-54, Leaf scrapers, Texas, Miss Fergusson: 18,655-56, Barbed arrowhead, Texas, Miss Fergusson; 18,657, Barbed arrowhead, Texas, Miss McNabb: 18,658, Rough arrowhead, Texas, Miss McNabb: 18,659, Flint knife, Woodville, C. J. Gilchrist: 18,660, Woman's slate knife, Long Point, Balsam Lake: 18,661, Oval-curved scraper, Miles Haygarth, Fenelon; 18,662, White quartz arrowhead point, found four feet deep, Eldon, D. Wright; 18,663, Pure quartz drill, lot 9 con. 3, Bexley; 18,664, Very small arrowhead, found on Benson's farm, Bexley, D. Boyle; 18,665, Woman's slate knife, Bolsover, Eldon, J. McGirr: 18,666, Circular flint spearhead, Bolsover, Eldon, J. McGirr; 18,667-8, Palœolithic(?) arrowheads, rough, very much weathered, Bolsover, Eldon, J. McGirr: 18,669, Small barbed arrow point, Bolsover, Eldon, J. McGirr: 18,670, Small notched-based arrow point,

PLATE I.

On Mackenzie Creek, near the Onondaga Longhouse, Grand River Reserve.

PLATE II.

Ka-mis-han-don (William Williams), Seneca. He was leader in the 1898 festivals, as well as at intervals during several previous years. Ka-mis-han-don sang the songs for the musical notation following.

PLATE III.

The men in this group consented to dance outside, that a photograph might be taken, but at the last moment one suggested that it would not be pleasing to Rawen Niyoh. The musicians with drum and rattle are in position on the song-bench. The women's dresses show contrasts.

PLATE IV.

Chief Dehayadgwayeh, Outstretched Arms—(Johnson Williams) and daughter (Seneca). This chief took an active part in the Midwinter and other festivals in the Seneca Longhouse. Miss Williams was an active participant in the dances.

PLATE V.

David Key (Seneca). In the festivals of 1898 he took an active part as assistant, and has been appointed leader for 1899. He is a man of much energy, and a good impromptu speaker.

PLATE VI.

Old and new Onondaga Longhouses, with a few graves. Grand River Reserve.

PLATE VII.

South Cayuga Longhouse and Burying-ground. Grand River Reserve.

PLATE VIII.

Capt. J. R. Davis (Mohawk) and wife (Tutelo) pounding corn. Usually this work is performed by women, sometimes singly, but often two at a time. Men, however, often assist their wives. The scene is in the rear of a dwelling house which was the first school-house in the neighborhood.

Bolsover, Eldon, J. McGirr ; 18,671, Large notched based arrowpoint, head of Portage Road, West Bay, Balsam Lake : 18,672, Chert knife, Eldon, S. Truman : 18,673, Perfect chert awl, Eldon, S. Truman : 18,-674, Perfect chert arrowhead, Eldon, S. Truman : 18,675, Narrow leaf-shaped arrowhead, Bolsover, J. McGirr ; 18,676, Small triangular concave based arrowhead, lot 45, con. 8 South Portage Road, Eldon ; 18,677, Leaf-shaped turtle-backed scraper, Bexley, W. Nevins : 18,678, Curved leaf-shaped scraper, Raven Lake, R. H. Pearce ; 18,679, Black flint arrowhead, Cambray, H. Fear ; 18,680, Oval chipped implement (chalcedony ?) Rummerfield Hill ; 18,681, Scraper, lot 9, con. 3, Bexley ; 18,682, Curved flint knife or scraper, lot 5, con. 5, Bexley.

18,683, Perforated mussel shell, Bexley : 18,684, Broken shell perforated. lot 9, concession 3, Bexley ; 18,685, Perforated shells, lot 5, concession 5, Bexley ; 18,688-9, Perforated helix shells, lot 45, concession 8, South Portage Road, Kirkfield, David Boyle ; 18,690-1, Shell disc, west half lots 5, 6, concession 2, David Boyle, Benson's farm, Bexley ; 18,692, Arrowhead, triangular, concave based, West Bay, Balsam Lake : 18,693, helix shell, Benson's farm, Balsam Lake : 18,694-6, helix, shell, lot 5, concession 5, Balsam Lake ; 18,697, Unio shell, lot 5, concession 5, Balsam Lake : 18,698 (Fragment of perforated shell), lot 5, concession 5, Balsam Lake ; 18,699, Perforated unio shell, Benson's farm, Balsam Lake ; 18,700, Partly worked unio perforated shell, lot 5, con. 5, Balsam Lake , 18,701, Perforated, worked unio shell, lot 5, concession 5, Balsam Lake ; 18,702, Perforated helix shell, lot 45, concession 8, A. Campbell ; 18,703, Perforated helix shell, Eldon S. Truman ; 18,704, One box of helix shells, lot 45, concession 8, Eldon ; 18,705, Perforated spiral shell, Benson's farm, Bexley ; 18,706, Perforated clam shell, lot 45, concession 8, Eldon ; 18,707, One box of perforated helix shells, lot 45, concession 8, Eldon ; 18,708, One box of perforated helix shells, etc., lot 22, concession 3, Eldon ; 18,709, Perforated clam shell, lot 22, concession 3, Eldon ; 18,710, One box of perforated helix shells, Bexley, W. Nevins ; 18,711, Graphite, lot 5, con. 5, Bexley : 18,712, Quartz pebble, West Bay, Portage Road ; 18713, Quartz pebble, (doubtful), West Bay, Portage Road ; 18,714, Worked stone, lot 22, concession 3, R. Stanley ; 18,715, Worked pebble, Eldon, C. Fry : 18,716, Worked shale slab, Eldon, D. Wright ; 18,717, worked slab of micaceous schist, Coboconk, D. Smith ; 18,718, Worked flake red slab, Coboconk, D. Smith : 18,719, Graphite, Coboconk, D. Smith : 18,720, Hematite, Coboconk, D. Smith ; 18,721, Worked soapstone pebble, Coboconk, D. Smith : 18,722, Worked pebble, Coboconk, D.

Smith; 18,723, Silurian crinoid fossil, lot 5, concession 5, Bexley 18,724-5, White quartz, lot 9, concession 3, Bexley; 18,726, White quartz, lot 45, concession 8, Kirkfield, Eldon; 18,727-28, White quartz, West Bay, head of Portage Road, Bexley; 18,729-31, Worked chert, West Bay, head of Portage Road, Bexley; 18,732, Rubbing slab of Hudson shale, West Bay, head of Portage Road, Bexley; 18,733, Large unfinished implement (hoe), Huronian slate, head of Portage Road, West Bay, Balsam Lake; 18,734, Fragment of pure quartz, head of Portage Road, West Bay, Balsam Lake; 18,735-7, Fragment of black flint, head of Portage Road, West Bay, Balsam Lake; 18,738 Tool of unknown material, head of Portage Road, West Bay, Balsam Lake; 18,739, Piece of graphite, lot 5, concession 5, Bexley; 18,740, Fragment of small pot, lot 5, concession 5, Bexley; 18,741, Piece of pure quartz, lot 5, concession 5, Bexley; 18,742, Unknown material, lot 5, concession 5, Bexley, W. Nevins; 18,743, Rubbing stone, lot 5, concession 5, Bexley, A. Irwin; 18,744, Portion of worked stone turtle, found in Laidlaw's garden; 18,745, Rubbing stone, syenite pebble, Benson's; 18,746, Part of stone ring, Eldon, S. Truman; 18,747, Box of carbonized corn and plum pits, Eldon, S. Truman; 18,748-9, Rubbing stones, lot 5, concession 5, Bexley, W. Irwins; 18,750, Worked slate, Coboconk, D. Smith; 18,751, Piece of hematite, Eldon, S. Truman; 18,752, Pipe, man sitting, Balsam Lake, Long Point, T. Hoyle; 18,753, Large pipe, vase type, Coboconk, D. Smith; 18,754, Pipe, vase type, Coboconk, D. Smith; 18,755, Small pipe, vase type, lot 45 concession 8, Eldon, R. Monroe, Kirkfield; 18,756-7, Fragments of stone pipe bowls, N. Benson's farm, Bexley; 18,758, Fragments of stone square bowl, Bolsover, Eldon, J. McGirr; 18,759, Wolf stone pipe, same pattern as bear and panther pipes found in Whitby township, Chatterson's farm, G. Doolittle; 18,760; Soapstone pipe, cork shaped, lot 45, concession 8, Eldon; 18,761, Pyramidal soapstone pipe, lot 5, concession 5, W. Irwin; 18,762, Stone pipe, broken, second hole drilled in side, Bexley, N. G. Peel; 18,763, Base of square stone pipe, hole for suspensions, notched corners, lot 22, concession 8, Eldon; 18,764, Fragment of small clay pipe showing cord mark in stem hole, Bexley; 18,765, Fragment of clay stem pipe, showing cord mark in stem hole, Bexley; 18,766, Clay pipe, half of a plain bowl, W. Benson's, Bexley; 18,767 8, Clay pipe, tops of ringed bowls, W. Benson's, Bexley; 18,769, Clay pipe, flat bottomed bowl, moulded hole, tally, W. Benson's, Bexley, David Boyle; 18,770, Clay pipe, plain, cornet shaped bowl, Balsam Lake, Eldon, J. McGirr, 18,771, Slender clay pipe, ringed top bowl, Balsam Lake, Eldon, J. McGirr; 18,772, Clay pipe, large, ornamented, cornet shaped bowl, Balsam Lake, Eldon, J. McGirr; 18,773,

Clay pipe, square top, ornamented, cornet shaped bowl, Balsam Lake, Eldon, J. McGirr; 18,774, Clay pipe, partly ringed top bowl, Balsam Lake, Eldon, J. McGirr; 18,775, Clay pipe, partly ornamented incised lines, Balsam Lake, Eldon, J. McGirr; 18,776, Clay pipe bowl, four indentations on top, Balsam Lake, Eldon, J. McGirr; 18,777, clay pipe bowl, ringed top, Balsam Lake, Eldon, J. McGirr; 18,778, Clay pipe, bulged bowl, Balsam Lake, Eldon, J. McGirr; 18,779, Clay pipe, one half stem showing cord marks, Balsam Lake, Eldon, J. McGirr; 18,800, Clay pipe, square ornament top, lot 5, concession 5, W. Irwin; 18,801, Clay pipe, square mouthed, lot 5, concession 5, W. Irwin; 18,802, Clay pipe, large stem, lot 5, concession 5, W. Irwin; 18,803, Clay pipe, square mouthed, lot 45, concession 8, Eldon; 18,804, Clay pipe, stem showing cord marks, lot 45, concession 8, Eldon; 18,805-9, Clay pipe, lot 45, concession 8, Eldon; 18,810-15, Fragments of clay pipe, showing ornamentation, lot 45, concession 8, Eldon; 18,816, Fragment of stem, showing cord marks, Benson's farm, Bexley; 18,817, Clay pipe bowl, lot 9, concession 3, Bexley; 18,818-19, two stems, showing extreme sizes, lot 9, concession 3, Bexley; 18,820, Clay pipe (face from a), lot 9, concession 3, Bexley; 18,821, Clay pipe, fragment of bowl, showing moulded hole for suspension, lot 9, concession 3, Bexley; 18,822, Clay pipe (face from a), lot 5, concession 5, Bexley; 18,823-4, Clay pipe (face from a), lot 5, concession 5, Bexley; 18,825, Clay pipe, double faced, lot 5, concession 5, Bexley, S. Harbaugh; 18,826, Clay pipe, with faces of man and racoon, lot 5, concession 5, Bexley; 18,827, Clay pipe, scalloped top, face ground off, W. Irwin; 18,828, Clay pipe, scalloped top, face ground off, W. Irwin; 18,829, four sided, mouth piece, ground off, W. Irwin; 18,830, Clay pipe mouth piece, end drilled out, Coboconk, Smith; 18,831, Clay pipe (portion of serpent or fish) Rummerfield Hill, Somerville township; 18,832-5, Clay pipes, fragments of—showing four-indented and dotted tops, sifted ash-bed, Rummerfield Hill, Somerville township; 18,836, Clay pipe, fragment of bowl, ringed top, Rummerfield Hill, Somerville township; 18,837, Clay pipe, fragment of bowl, flared top, Rummerfield Hill, Somersville township; 18,838-9, Clay pipe stems, broken and then ground to fresh mouth piece, Rummerfield Hill, Somerville township; 18,840, Clay toy-pipe stem, Rummerfield Hill, Somerville township; 18,841, Clay pipe, three faces, lot 5, concession 5, Bexley; 18,842, Clay pipe mouth piece, ground at broken part for a bead, lot 5, concession 5, Bexley; 18,843, Clay pipe, part of stem showing raised figure and cord stem hole, lot 5, concession 5, Bexley; 18,844, Clay pipe, fragment of bowl showing top rings and dots, lot 22, concession 3, Dr. Ross; 18,845, Clay pipe, rough flared bowl, three rings, ash heap,

Benson's; 18,846, Clay pipe, four indentations on bowl, ash heap, Benson's; 18,847, Clay pipe, plain bowl, ridged top, ash heap, Benson's; 18,848, Clay pipe, fragment of indented bowl, ash heap, Benson's; 18,849, Clay pipe, large stem, ash heap, Benson's: 18,850, Clay pipe mouth piece, broken part ground for bead, ash heap, Benson's; 18,851, Clay pipe, lot 9, concession 8, Bexley; 18,852 Clay pipe, lot 5, concession 5, Bexley: 18,853-5, Clay pipe stems, lot 5, concession 5, Bexley; 18,856, Clay pipe, top of bowl; 18,857, Clay pipe, from Benson's farm, J. Shields; 18,858-62, Pottery discs, W. Benson's farm, west half lots 5, 6, concession 2, Bexley, David Boyle; 18,863, Circular lump of baked clay, west half lots 5,6, concession 2, Bexley, David Boyle; 18,864, Unfinished disc, white crystallized, west half lots 5, 6, concession 2, Bexley, D. Boyle; 18,865, Unfinished part of perforated stone disc, lot 5, concession 5, Bexley, D. Boyle; 18,866-7, Large unfinished stone disc, lot 5, concession 5, Bexley, David Boyle; 18,868-9,———? unfinished stone disc, lot 5, concession 5, Bexley, David Boyle; 18,870-2, Small unfinished stone disc, lot 5, concession 5, Bexley, David Boyle; 18,873-5, Pottery discs, unfinished stone, Lilyhorn; 18,876, Unfinished disc, W. Benson's farm, west half lots, 5, 6, concession 2, Bexley; 18,877, Perforated stone disc, Fenelon, F. Haygarth: 18,878, Perforated stone disc, lot 5, concession 5, Bexley, C. Wilson: 18,879, Part of large pottery disc, lot 5, concession 5, Bexley, C. Wilson; 18,880, Unfinished pottery disc, lot 5, concession 5, Bexley, C. Wilson; 18,881, Unfinished stone disc, lot 5, concession 5, Bexley, C. Wilson; 18,882-3, Pottery disc, lot 45, concession 8, South Portage Road, Eldon, Mrs R Campbell; 18,884, Unfinished stone disc, lot 45, concession 8, South Portage Road, Eldon, Mrs. Campbell; 18,885, Pebble disc, lot 45, concession 8, South Portage Road, Eldon; 18,886, Soapstone pebble in process of being manufactured into a disc, lot 45, concession 8, South Portage Road, Eldon; 18,887, Unperforated pottery disc, lot 45, concession 8, South Portage Road, Eldon, S. Truman; 18,888-91, Pottery discs, lot 5, concession 5, Bexley; 18,892-902, Stone disc in process of manufacture, lot 5, con. 5, Bexley; 18,903, Soapstone pebble, partly formed, lot 5, con. 5, Bexley; 18,904, Pottery disc, lot 5, concession 5, Bexley; 18,905, Large disc, Coboconk, D. Smith; 18,906, Large stone disc, lot 45, concession 8, South Portage Road, Eldon, Mrs. R. Campbell: 18,907-14, Pottery disc, lot 45, concession 8, South Portage Road, Eldon, Mrs. R. Campbell; 18,915, Large unfinished stone disc, lot 45, concession 8, South Portage Road, Mrs. R. Campbell; 18,916, Perforated stone disc, lot 45, concession 8, South Portage Road, Eldon, Mrs. R. Campbell; 18,917-18, Circular small) polished pebbles, ashbeds, lot 45, concession 8, South Portage Road, Eldon, Mrs. R. Campbell; 18,919-21, Pottery discs,

Benson's, west half lots 5, 6, concession 2, Bexley; 18, 22-23, Large and small stone beads, lot 45, concession 8, South Portage Road, Eldon, C. Gulse; 18,924, Stone disc, lot 9, concession 3, Bexley; 18,925, Stone disc, worked depression in one side, lot 3, concession 3, Bexley; 18,926, Pottery disc, lot 22, concession 8, Eldon; 18,927, White soapstone disc (very small), lot 22, concession 8, Eldon; 18,928, Unfinished stone disc, lot 45, concession 8 South Portage Road, Bexley; 18,929-30, Perforated soapstone discs, lot 45, concession 8, South Portage Road, Bexley; 18,931-32, Unperforated soapstone discs, lot 45, concession 8, South Portage Road, Bexley; 18,933, Small stone bead, lot 45, concession 8, South Portage Road, Bexley; 18,934, Unfinished pottery discs, Coboconk, D. Smith; 18,935, Soapstone (unfinished) disc, Coboconk, D. Smith; 18,936, Pottery bead, Somerville township, J. Wallace; 18,937-87, Pottery discs, unfinished, from ashbed on Rummerfield Hill; 18,998-19,001, Stone discs, from ashbed on Rummerfield Hill; 19,002-4, Pottery discs, lot 5, concession 5, Bexley; 19,005-6, Perforated soapstone discs, lot 5 concession 5, Bexley; 19,007, Perforated stone disc, lot 5, concession 5, Bexley; 19,008, Unperforated soapstone disc, lot 5, concession 5, Bexley; 19,009, Stone disc, lot 22, concession 8, Bexley; 19,010-13, Stone disc, ashbed, west half lots 5, 6, concession 2, Bexley; 19,014-32, Pottery discs, west half lots 5, 6, concession 2, Bexley; 19,033, Discs, tally (clay or stone), west half lots 5, 6, concession 2, Bexley; 19,034, Stone disc, lot 45, concession 8, South Portage Road; 19,035-40, Pottery discs, lot 5, concession 5, Bexley; 18,041, Large disc, or "chunkee stone," 3½ in. dia., lot 5, concession 5, Bexley; 19,042-7, Stone discs, lot 5, concession 5, Bexley; 19,050, Small soapstone, lot 5, concession 5, Bexley; 19,051, Circular polished pebble, Raven Lake, R. H. Pearce; 19,052, Grooved soapstone pebble, Coboconk, J. Bowens; 19,053, Soapstone sinker or plummet (perforated longtitudinally) lot 5, concession 1, Bexley, N. McNerney; 19,054, Rubbing stone, Nottawasaga sandstone, Eldon, Mrs. J. W. Sims; 19,055-56, Fragments of hematite used for paint, lot 5, concession 5, Bexley; 19,057, Bar amulet, Thorah, Ont., D. McRae; 19,058, Piece of graphite, Eldon, S. McDonald; 19,059, Fragment of unusually ornamented pottery, S. McDonald; 19,060, Water-worn pebble hammer, ashbed, S. McDonald; 19,061-2, Unusually ornamented pottery, Bolsover, Jas. McGirr; 19,063, Box containing turtle shells from ashbed, west half lots 5-6, con. 2 Bexley; 19,064, Carbonized corn, lot 45, con. 8, South Portage Road, Eldon; 19,065, Rubbing stone, lot 9, con. 3, Bexley; 19,066. Box of carbonized corn lot 22, con. 8, Eldon; 19,067, Worked stone sinker (?); 19,068 Piece of micaceous worked schist, Coboconk, D. Smith; 19,069

Flat oval slate rubbing stone, Coboconk, D. Smith ; 19,070-1, Red and black hematite, Coboconk, D. Smith ; 19,072, Piece of mica, lot 22, con. 8, Eldon ; 19,073, Piece of mica, Rummerfield Hill, Somerville ; 19,074, Piece of rubbing stone, Rummerfield Hill, Somerville ; 19,075, Piece of worked slate, Mud Lake, J. Newby ; 19,076, Box of soapstone, lot 1, con. 8, Somerville, J. Spring ; 19,077, Nugget of native copper, lot 20, con. 5, Lutterworth, Haliburton, A. Cameron ; 10,078 Piece of iron, lot 45, con. 8, South Portage Road, Kirkfield, C. Grilse ; 19,079, Worked quartz pebble, lot 45, con. 8, South Portage Road, Kirkfield, C. Grilse ; 19,080, Box containing corn, beans, turtle-egg, Somerville township, J. Wallace ; 19,081, Package of corn, lot 45, con. 8, South Portage Road Kirkfield, C. Grilse ; 19,082 ; Fish-scales and recent small scales, ashbed. Somerville, J. Wallace ; 19,083, Plum pits, ashbed, Rummerfield Hill, J. Wallace ; 19,084, Carbonized corn, ashbed, Rummerfield Hill, J. Wallace ; 19,085, Lump of baked clay showing marks of work, ashbed, Rummerfield Hill, J. Wallace ; 19,086, Fossil, sifted from ashbed, Rummerfield Hill, J. Wallace ; 19,087, Fragment of soapstone ornament, ashbed, Rummerfield Hill, J. Wallace ; 19,088, Small ball of either clay or stone from ashbed, Rummerfield Hill, Somerville ; 19,089, Silurian fossil, sifted from ashbed, Rummerfield Hill, Somerville ; 10,090. Bottom of small pot, lot 5, con. 5, Bexley ; 19,091, ornamented piece of pottery, lot 5, con. 5, Bexley ; 10,092, Portion of waterworn stone flaked at edge, lot 5, con. 5, Bexley ; 19,093-4, Box of corn, plum pits, turtle shells, etc, sifted out of ashbed, west half lots 5-6, con. 2, Bexley ; 19,095, Fossil (coral) showing traces of work, Somerville, J. Eads ; 19,096, Small axe, Bolsover, Jas. McGirr ; 19,097, Small axe, lot 9, con. 3, Bexley ; 19,098, Small axe, lot 22, con. 8, Eldon ; 10,096. Suall axe, Rummerfield Hill, Somerville, R. LeRoy ; 19,100, Long axe, Rummerfield Hill, Somerville, R. LeRoy ; 10,101, Long heavy axe, Coboconk, J. Moore ; 19,102, Small axe, Coboconk, J. Moore ; 19,103, Wide chisel or adze, Coboconk, J. Moore ; 19,104-5, Very small celts or chisels, lot 45, con. 8, South Portage Road, Eldon ; 19,106, Small axe Raven Lake, R. H. Pearce ; 19,107, Wide celt slate, Hedley Fair, Cambray ; 19,108, Small axe or chisel, lot 45, con. 8, Kirkfield ; 19,109 10, Axe, Rummerfield Hill, Somerville ; 19,111, Small square scraper, West Bay, Balsam Lake ; 19,112, Small axe, Somerville, J. Wallace ; 19,113, End of pick from ashbed, Rummerfield Hill, J. Wallace ; 19,114, Small axe, lot 9, con. 3, Bexley ; 19,115, Very small axe, lot 5, con. 5, Bexley ; 19,116-17 Circular hand hammer, ashbed, west half lots 5-6, con. 2, Bexley (probably degraded from celt) ; 19,118, Axe from ashbed ; 19,119, Long slender chisel, polished surface, Long Point, T. McNish ; 19,120, Adze, Deer Lake, Laxton,

Wm. Campbell; 19,121, Degraded axe hammer-stone, lot 9, con. 3, Bexley; 19,122, Very small double-edged chisel, lot 9, con. 3, Bexley; 19, 23, Large, flat celt, lot 22, con. 8, Eldon; 19,124-5, Small axe, adze-like, lot 5, con. 5, Bexley; 10,126, Long narrow chisel, Eldon, M. Mitchell; 19,127, Rough axe, Eldon, S. Truman; 19,128-29, Perforated helix shell, lot 45, con. 8, South Portage Road, Eldon, C. Grilse; 19,130, Box of recent helix shells for purposes of comparison, Balsam Lake; 19,131, Perforated helix, Somerville, J. Wallace; 10,132, Half of large worked mussel shell, Somerville township, J. Wallace; 19,133, Mussel shell showing traces of use, Somerville, J. Wallace; 19,134, Shells (marine and freshwater), some perforated, from ashbed, Rummerfield Hill, Somerville township; 19,135-36, Mussel shells, showing use as in smoothing pottery, from ashbed, Rummerfield Hill, Somerville township; 19,137, Piece of worked shell, lot 22, con. 8, Eldon; 19,138, Shells (marine and freshwater), also a long shell bead, west half lots 5 and 6, con. 2, Bexley; 19,139-42, Mussel shells used in smoothing inside of pots, ashbed, west half lots 5 and 6, con. 2, Bexley; 19,143, Large horn spike, showing work, lot 5, con. 5, Bexley; 19,144, Small horn spike, showing work, lot 5, con. 5, Bexley; 19,145, Small horn spike, showing work, lot 5, con. 5, Bexley; 19,146, Seven in. bone awl, lot 5 con. 5, Bexley; 19,147-49, Small awls, lot 5, con. 5, Bexley; 19,159, Worked bone, lot 5, con. 5, Bexley; 19,151-3, Two bone beads, hollow sections, lot 5, con. 5, Bexley; 19,155-5, Beavers' teeth ground for knives, lot 5, con. 5, Bexley; 19,156, Beavers' teeth, ground at base, lot 5, con. 5, Bexley; 19,157-59, Perforated wolves' fangs, lot 5, con. 5, Bexley; 19,160, Bone awl, west half lots 5-6, con. 2 Bexley, J. Shields; 91 161-2, Perforated discs, lot 45, con. 8, Bexley; 19,163, Mussel shell scraper from ashbed, west half lots 5-6, con 2, Bexley; 19,164, Recent small shells from ashbed, west half lots 5-6, con. 2, Bexley; 19,165, Helices (Box of), lot 22, con. 8, Eldon; 19,166, Disc of clam shell, lot 22, con. 8, Eldon; 19,167, Small unio, horn on one side, lot 22, con 8, Eldon; 19:168, Shells, lot 5, con. 5, Bexley; 19,169-70, Perforated mussel shells, lot 5, con. 5, Bexley; 19,171, Horn (carved) flattened on one side, Coboconk, D. Smith; 19,172, End of bone awl, Coboconk, D. Smith; 19,173-5, Bone awl, Somerville, G. Rumney; 29,176. Eyed needle, broken, Somerville, G. Rumney; 19,177-8, Bone beads, Somerville, G Rumney; 19,169-80, Metacarpal bones, worked, Somerville, G. Rumney; 19,181, Pottery marker, G. Mathewson's, Bexley; 19,182, Worked beaver tooth tool, G. Jackson; 19,183, Bone awl; 19,185, Worked bone bead, Somerville, G. Rumney; 19,186-7; bone beads, Somerville, J. Wallace; 19,188. Worked bone, Somerville, J. Wallace; 19,189, Worked bone, Somerville, G. Rumney; 19,190-91, Perforated

bone needles, broken, Somerville, J. Wallace; 19,192, Beaver tooth tool: 19,193-5, Fragment of tooth tool, Somerville, J. Wallace; 19,196-7, Bone awls, Somerville, J. Wallace; 18,198 9, Fragment of bone beads, Somerville, J. Wallace; 19,200, Carpal bone, Somerville, J. Wallace; 19,201 3, Carpal bones (fragments of) worked, ashbed, Rummerfield Hill, Somerville; 19,204, Bone with portion cut off, ashbed, Rummerfield Hill, Somerville; 19,205, bone awl, ashbed, Rummerfield Hill, Somerville; 19,206, Pottery marker, ashbed, Rummerfield Hill, Somerville: 19,207-19, Hollow bone sections of various lengths, ashbeds, Rummerfield Hill, Somerville: 19,220-22, Large hollow sections bones, lot 5, con. 5, Bexley: 19,223-25, Bone awls, lot 5, con. 5, Bexley; 19,226-7, Beaver teeth ground for tools, lot 5, con. 5, Bexley: 19,228, Beaver teeth ground for tool, Bexley: 19,229, Section of hollow bone, lot 22, con. 8, Eldon: 19,230, Awl, lot 22, con. 8, Eldon: 19,231, Sharpened prong of deer horn, lot 22, con. 8, Bexley: 19,232, Deer horn with sharpened prong, ashbed, west half lot 5-6, con. 2, Bexley: 19,233-34, Fragments of worked horn, ashbed, west half lots 5-6, con. 2, Bexley: 19,235, Small bone dagger or large awl, ashbed, west half lots 5-6, con. 2, Bexley: 19,236-41, Bone awls, ashbed, west half lots 5-6, con. 3, Bexley; 19,242-46, bone beads (hollow sections of bone), ashbed, west half lots 5-6, con. 2, Bexley; 19,247, Worked metatarsal bone, ashbed, west half lots 5-6, con. 2, Bexley: 19,248, Bone in preparation for needle, ashbed, west half lots 5-6, con. 2, Bexley; 19,249, Eyed needle, ashbed, west half lots 5-6, con. 2, Bexley: 19,250-51, Bones from which pieces have been cut for beads, ashbed, west half lots 5-6, con. 2, Bexley: 19,252, Beaver tooth ground for tool, west half lots 5-6, con. 2, Bexley: 19,253, Bone awl, lot 9, con. 3, Bexley; 19,254, Horn flaker, lot 9, con. 3, Bexley: 19,255, bone bead, lot 9, con. 3, Bexley: 19,256, Bone dagger, inscribed, ashbed, west half lots 5-6, con. 2, Bexley: 19,257, Bone skin dresser, ashbed, Rummerfield Hill, lot 1 North Portage Road; 19,258, Harpoon, 2 barbs, hole, ashbed, Rummerfield Hill, lot 1 North Portage Road: 19,259, Large awl, ashbed, Rummerfield Hill, lot 1, North Portage Road: 19,260, Eyed needle, ashbed, Rummerfield Hill, lot 1, North Portage Road: 19,261, Bone awl, ashbed, Rummerfield Hill, lot 1, North Portage Road: 19,262-65, Bone awls, lot 22, con. 8, Eldon: 19,266, Large bear tusk, lot 22, con 8, Eldon: 19:267, Small canine tusk, lot 22, con. 8, Eldon; 19,268-77, Pottery discs, lot 45, con. 8, Bexley: 19,278, Pottery discs, lot 5, con. 5, Bexley; 17,279, Waterworn pebbles, ashbed, Rummerfield; 19,280: Perforated helix shell, Coboconk, D. Smith; 19,281, Part of small clay cup, ashbed, west half lots 5 6, con. 2 Bexley; 19,282, Toy pot from ashbed, Rummerfield Hill, Somerville: 19,283, Large oval

stone, worked surface, North Victoria Co.: 19,284, "War-club" of modern make, with an iron spike in the bulb forming the head. This "trade' weapon, was the property of the late Admiral Van Sittart, of Bexley, Ont.—about 1840. It is probably of Mississauga make. 19,285, Wooden, cleaver-like weapon, 2 ft. 2½ in. long, and 2¾ in. wide in the blade, used by the Mississaugas to kill fish hooked or speared in the water, before taking them into the canoe. 19,286, Small wooden drumstick-looking weapon 17½ in. long, used by the Rama Mississaugas to kill fish when "landed" in a boat. 19,287-6, Wooden clubs or mauls used for pounding black ash to separate the layers for basket making. Mississaugas. 19,289, Pair of Sioux moccasins, from Standing Bull's band, Fort Qu'Appelle Agency, N. W. T. 19,290, "Trade war club," handle 21 inches long; thong, enclosing a stone, 17 inches long, ornamented with tufts of wool and fur, and brass-headed nails, Stoney Indians, Territory of Alberta: 19,291, Small ash-splint hat, the work of a Rama Mississauga child.

W. C. Perry Collection.

19,292-302, Bone awls or needles, lot 45, con. 8, Eldon; 19,303-5, Imperfect, flat, perforated needles, lot 45, con. 8, Eldon; 19,306-7, Large bone beads, lot44, con. 8, Eldon; 19,308-13, Small bone beads. lot 45, con. 8, Eldon; 19,314, Piece of small antler partly perforated from each side near the middle, lot 45, con. 8, Eldon: 19,315, Wolf or fox tooth perforated at root end, lot 45, con. 8, Eldon; 19,316, Half of well-made clay lot 45, con. 8, Eldon; 19,317, Bowl of small, plain, clay pipe, lot 45, pipe, con. 8, Eldon; 19,318, Flint spud or scraper, lot 45, con. 8, Eldon; 19,319, Small stone disc, 1⅜ in. in dia., and ⅜ in. thick, lot 45, con. 8, Eldon; 19,320, Small stone disc bead, 7-16 in. dia., lot 45, con. 8, Eldon; 19,321, Soapstone bead ⅞ in. dia., lot 45, con. 8, Eldon; 19,322-5, 4 pottery discs, lot 45, con. 8, Eldon; 19,326, Small quantity of carbonized Indian corn, lot 45, con. 8, Eldon; 19,327, Half of clay disc 1¾ in. in dia., and nearly ¾ in. thick, not made from a pottery fragment, but moulded purposely for a disc, lot 45 con. 8, Eldon; 19,328, Fragment of a mealing stone or mortar, found in an ashbed 3 ft. 6 in. below the surface. The ashes were in a pit 5 feet deep, 4 feet wide and 7 feet long, lot 45, con. 8, Eldon; 19,329, soapstone pipe, rough, lot 45, con. 8, Eldon; 19,330, Soapstone pipe, well made, lot 45, con. 8, Eldon; 19,331, Clay pipe, owl face, lot 45. con. 8, Eldon; 19,332, Stone (granite) disc, large, lot 45, con. 8, Eldon, found by Dr. McKenzie; 19,333, Axe of quartz, roughly chipped, lot 45, con. 8, Eldon; 19,334, 8 helix shells perforated in body-whorl for beads or bangles, lot 45, con. 8, Eldon; 19,355-8, 4 well-marked fragments of pottery—one showing where one ear had been luted, lot 45, con. 8,

Eldon: 19,339-40, 2 hammer-stones, lot 22, con. 8, Eldon township; 19,341-50, 10 flint arrow heads; 19,351, Bone awl (much like Ontario specimens); 19,352, Bone shovel, 12 in. by 4½ in, made from shoulder blade of some large animal; 19,353, Flint spear-head, 5½ in. long and 2¼ in. wide; 19,354, about 300 small discoidal shell beads; 19,355, About 50 shells formerly used as currency; 19,356, Jade celt, small and well made: 17,357, Small stone sinker(?): 19,358-9, 2 elk-horn chisels, notched

From 19,341 to 19,359 were surface finds at the junction of the Fraser and Thompson rivers, Lytton, British Columbia.

19,360-74, Flint arrow-heads, Kamloops, B.C.: 19,361-2, Jasper drills, Kamloops, B.C.: 19,363-5, Pieces of sea-shells, Kamloops, B.C.; 19,366, White arrow-head, Kamloops, B.C.: 19,367-8, Pestles, Lillooet, British Columbia; 19,369, Jade celt, Hope, British Columbia; 19,370, Salmon knife of whitish slate, British Columbia; 19,371, Piece of blue stone showing marks of preparatory cutting on all sides, Hope, British Columbia; 19,372, Jade celt well made and highly polished, Port Moody, British Columbia; 19,373-4, Jade celts, Port Moody, British Columbia; human skull, Lillooet, 15 miles from Fraser River Valley. See also 17,788 to 17,793.

19,375, Horn comb, four inches long, and an inch and three-eighths wide; five teeth; incised cross lines on convex side for ornamentation. The specimen bears some resemblance to a band: lot 5, con. 5, Bexley. G. E. Laidlaw; 19,376, Very fine small soapstone pipe, scarcely more than an inch long. This bowl exactly resembles a thistle top in form; lot, 5, con. 5, Bexley, G. E. Laidlaw; 19,377, Brass ghost arrow-head; Bexley township, G. E. Laidlaw; 19,378, Sheet copper ghost arrow-head; Beaverton, Thorah township, Ontario county, G. E. Laidlaw; 19,379, Bear's tooth from ash bed, lot 45, South Portage Road, Eldon, W. C. Perry; 19,380, Bear's tooth rubbed down to a cutting edge to form a knife; lot 45, South Portage Road, W. C. Perry, Winnipeg; 19,381-2, Two mealing stones; lot 45, con. 8, Eldon, W. C. Perry, Winnipeg; 19,383-5, Three finger-holders, made of woven splints and used for amusement; Mississaugas of Rama, G. E. Laidlaw.

Books and Pamphlets.

Certain Aboriginal Mounds of the Georgia Coast, by Clarence B. Moore. Clarence B. Moore, Philadelphia.

Certain Aboriginal Mounds in South Carolina: Certain Aboriginal Mounds of the Savannah River; Certain Aboriginal Mounds of the Altamaha River, Etc., by Clarence B. Moore. Clarence B. Moore, Philadelphia.

Smithsonian Reports, 1886-87-88-90-91-92-93-94-95. Smithsonian Institution, Washington.

On the contents of a Bone Cave in the Island of Anguilla (West Indes), by Edward D. Cope, Smithsonian Institution.

The Gliddon Mummy Case in the Smithsonian Institution Museum, by Chas. Pickering, M.D., Smithsonian Institution.

Archæological Researches in Nicaragua, by J. F. Bransford, M.D., Smithsonian Institution.

The Palenque Tablet in the U. S. National Museum, by Chas. Rau. Smithsonian Institution.

A discovery of Greek Horizontal Curves in the Maison Carrée at Nimes, by W. H. Goodyear. Smithsonian Institution.

The Methods of Archæological Research, by Sir Henry Howorth, F.R.S. Smithsonian Institution.

Polychromy in Greek Statuary, by Maxime Collignon. Smithsonian Institution.

Report of Prof. Spencer Baird for the year 1878. Smithsonian Institution.

The Latimer Collection of Antiquities from Porto Rico in the National Museum, by O. T. Mason. Smithsonian Institution.

Bosnia-Herzegovina and Dalmatia, by R. Munro, M.A., M.D., F.R.S.E. Dr. Munro, Edinburgh.

Prehistoric Problems, being a selection of essays on the evolution of man and other controverted problems in authropology and archæology, by R. Munro, M.A., M.D., F.R.S.E. Dr. Munro, Edinburgh.

Complete set of reports of the Kelvingrove Museum, Glasgow. from 1876 to 1896. Curator of the Museum.

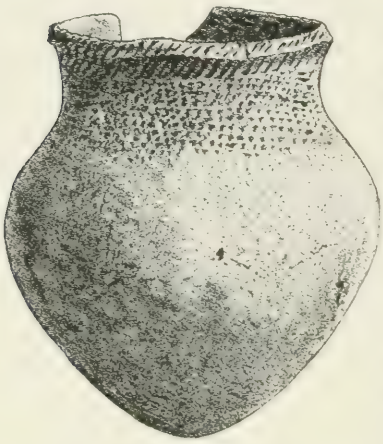
Ethnological Studies among the North-West Central Queensland Aborigines, by Walter E. Roth. Sir Wm. McIlwraith, Brisbane.

NOTES ON SOME SPECIMENS.

Pottery.

Anything like entire specimens of pottery are not often found in this country, and as the question is frequently asked why is this so, when fragments are quite numerous, it may be well to repeat what has been said in effect in former reports. Seldom anywhere north of Mexico, and never in this part of the continent, has Indian pottery been so thoroughly burnt as to give it very much tenacity, and the practice of tempering the clay with burnt granite, while no doubt advantageous

at the time of firing, tends rather to make it somewhat brittle after exposure to the elements for more than a century. Thus we may, in a measure, account for the large numbers of sherds found on old village sites, especially in ash beds, where, too, a great many of the vessels must have been broken in the first place. Even where clay pots were buried with human remains, we now nearly always find them in pieces, either because they have been crushed by the subsidence of the earth and bones as the latter decayed in the graves (ossuaries), or because they had not been placed beyond the reach of moisture and frost for, as the surfaces of such graves in time became hollows, instead of elevations, the water naturally finds its way to greater depths in places of this kind than elsewhere; and when it is borne in mind that the soil covering the bone-deposits seldom exceeds eighteen inches in depth, it is easy to understand why destruction awaits the fragile pottery that may be lying beneath.



(17,117). Fig. 1.

The vessel here figured, although not perfect, is nearly enough so to make it valuable As usual, the bottom is rounded, and in this case somewhat more sharply so than we generally find. The ornamentation is very simple, consisting of minute impressions much in vogue for the purpose, but with what these were made, we do not know.

Clay pots were among the Indians' most valuable possessions, and when they began to crack, the owners frequently attempted to preserve them by boring holes on each side of the flaw, for the purpose of binding or lacing the parts with a thong or sinew.

For the excellent specimen (six inches high) illustrated by figure 1, we are indebted to the good offices of Mr. Freeman Britton, of Gananoque, on whose farm, near the town, it was found by his tenant, Mr. Dorey.

The valley of the Gananoque river formed part of an old Iroquois trail to the splendid fishing and hunting grounds in what are now the counties of Leeds, Lanark and Frontenac, and the Britton specimen may have belonged to some old Canienga or Cayuga woman, although its main features are more suggestive of Ojibwa origin.

Clay Pipes.

Most of the clay pipes we find are, like the pots, of a dark gray color, whatever they may have been before they were buried, but the pipe represented here is dark red, resembling a well burned brick, and by means of a fracture at the back, it may be seen that the whole body of the pipe is of this color. The finished surface has been highly polished, or in some other way has had a gloss imparted to it that has withstood years of exposure. The face is not at all Indian-like, the nose being too broad, and the cheek-bones (as far as the fracture allows us to judge) too low. Two slight punctures are made for nostrils. Both mouth and eyes are of the same shape, and are expressed by an enclosing ridge.

(17,135).
Fig. 2.—½ dia.

This pipe was found near Price's Corners, Medonte, by a Mr. Smith, and was given to us by Mr. T. F. Milne.

The figure of an odd little clay pipe is shown here. It was found by Mr. John Bailey, on lot 14, con. 2, Collingwood township, in the old Huron country, and was presented to us through A. F. Hunter, M.A., of Barrie. The cavity in the bowl is only about seven-sixteenths of an inch in diameter, and five-eighths of an inch deep, so that at best it was probably never more than a toy.

(16,895).
Fig. 3.—½ dia.

The clay has not been tempered as for pottery.

The markings on the bowl are of a pattern common on vessels of this material, and they have been made by a sharp-edged tool.

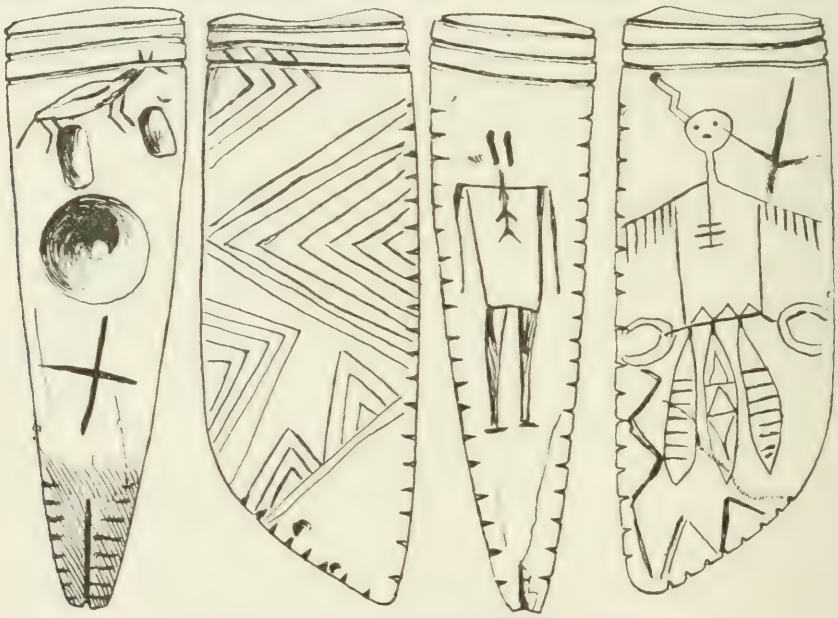
The pipe illustrated here (fig. 4) is part of the valuable collection presented to the museum by Mr. T. F. Milne. It was found near Penetanguishene, on the farm of Mr. A. Crawford.

(17,122)
Fig. 4.—½ dia.

As a specimen of simple art in imitating human features, it is better than usual in many respects. The chin, generally weak in such portrayals, is brought out strongly, and the nose is more sharply marked than we often find it. A small, irregular hole represents the mouth. Stretching from cheek to cheek round the back of the head is a series of lines for ornamentation.

Stone Pipes.

There was no more widely spread myth among Algonkin and some other peoples than was that of the Thunder Bird, nor was there one respecting which there existed a wider divergence of opinion in matters of detail. It was as small as the end of one's little finger according to some, and large enough to cover acres of ground in the belief of others. It produced thunder by the flapping of its wings, by the swish of its powerful tail, simply by means of winking, and by the snapping of its bill; while there were those who claimed that it did not make thunder at all, its only duty being to lay eggs, and that the thunder was caused by the crunching of these by a rattlesnake which was con-



(17821). Figs. 5-8.—Thunder Bird Stone Pipe.

stantly on the lookout, determined that there should be no increase in the progeny of a bird capable of doing so much mischief—hence, probably the respect, if not the worship, paid to the rattlesnake. The methods of depicting it varied with the belief and skill of the artist —it was shown in profile, in full face, with extended wings, and at rest. Sometimes considerable pains were taken to bring out details, and all shades of finish may be found between this and three or four conventional and scrawly lines which, to the uninitiated eye, require a label.

The most elaborate representation of the Thunder Bird hitherto met with in Canada is worked in porcupine quills surrounded by a really beautiful design in colors, an excellent representation of which was given in our fourth annual report.

Of a totally different style of work is the bird shown on the side of a plainly formed stone pipe, found by Mr. W. J. Wintemberg (an intelligent and enthusiastic student of archæology) on lot 23, concession 11, Township of Blenheim, Oxford county. Mr. Wintemberg's reading enabled him to identify the rude carving on one side of this pipe as the symbol in question, and I have no doubt he was right; although the front view is one seldom attempted. It is probable that the two zig-zag lines coming down obliquely to the right side of the head are intended to represent lightning. Similar lines, but very faint, are on the left side. If the tree-like figure at the left has any significance I do not know what it is, but the pointing of one branch to the left eye, as the lightning seems to be directed to the right, would seem to have a purpose.

Exigency of space probably accounts for the disproportionately small wings, the descending lines being no doubt meant to represent feathers. The talons, one at each side, and the three tail-feathers are well shown. The markings on the latter may be significant, but are just as likely to be only ornamental.

The zig-zag mark at the right of the tail is no doubt meant to stand for another lightning stroke, or, perhaps for a snake.

One of the most remarkable features of this design is the presence of the upright line and three cross bars on the breast. There can scarcely be a doubt that these have some significance.

On the side to the right of the bird is the figure of a man with what may be called an unfinished head, but perhaps the chief peculiarity is the arrow-like design on the breast, not quite so distinct as shown here.

On the side opposite to the Thunder Bird are series of diagonal lines making a pattern we often find on pottery.

The remaining side has a remarkable feature in the form of a cross beneath the stem-hole. As is well known to students of American archæology, the cross as a symbol antedates the appearance of Europeans on the continent, and is now generally acknowledged to have had reference to the four quarters of the world.

Above the two deep hollows over the stem-hole is the figure of a quadruped—probably a deer, but for the length of its tail. The marks at the base of the bowl on this side are perhaps for ornament alone. It is evident that the lines made to surround the edge of the bowl are

an afterthought, as they cut the upper part of the design. Even the lightning stroke near the head extends beyond where it is seen plainly.

The drawings have been made in simple outline to bring the designs out clearly, because the pipe is somewhat dark on the side showing the bird, rendering the lines indistinct when not closely examined. The stone is argillaceous.

As the pipe here figured was found in what was at one time Neutral (Attiwandaron) territory, it may either be of comparatively recent deposit, or, if of olden time, it may have been brought there as a spoil of war, or it may have belonged to those who preceded the Huron-Iroquois in this part of the continent.

In any case the pipe is a remarkable one, showing what is perhaps as good an example of stone carving as is to be found anywhere.

The latest reference I have seen to the Thunder Bird, and one, too, which tends to show how widely spread is the belief, I find in Mr. C. Hill-Tout's report on the Ethnographic Survey of Canada to the British Association at Bristol.

Mr. Hill-Tout says on page 11 : "This widespread myth is found also among the Haidas [Hydahs. of British Columbia]. They regard the Thunder Eagle as their deadliest foe. They suppose that he dwells as a lonely god among the most awful recesses of the mountains, and that when he is hungry he robes himself in eagle form and swoops down upon the land, darkening it with the shadow of his widespread wings, whose motions give rise to the thunder. The lightning is supposed to come from the tongue of a fish which the eagle carries under his pinions."

The soapstone pipe here figured is severely plain in shape. Crosswise, the side of the bowl next the stem is nearly flat. The only attempt to relieve the plainess of the outside is a rudely cut cross on the opposite or front side. As the cross was an ancient American symbol, it is difficult to say whether it stands for this, here, or whether it is of post European, and therefore of Christian significance. It is the only pipe in the museum so marked, except the preceding one, and is interesting on this account. It was found by Mr. Ed. Todd, on his farm, lot 12, con. 14, township of Tiny, Simcoe county and was presented to us by Mr. Wilfrid McConnell, Randolph.

(17,042). Fig. 9.—½ diameter.

In figure 10 we have a soapstone pipe of a somewhat more pretentious pattern than is commonly found. What seems to have been intended for a lizard, is carved on the front side, resembling in this respect, a pipe found on lot 8, con. 6, Nelson Township, and presented to us by the late G. D. Corrigan some years ago.

Figure 10 shows signs of long usage. Through the nipple at the base, is a string-, or attachment-hole.

This very good specimen was found near Waverley, in the township of Tay, Simcoe county, by Mr. T. F. Milne, and forms part of the collection he has presented to the Provincial Museum.

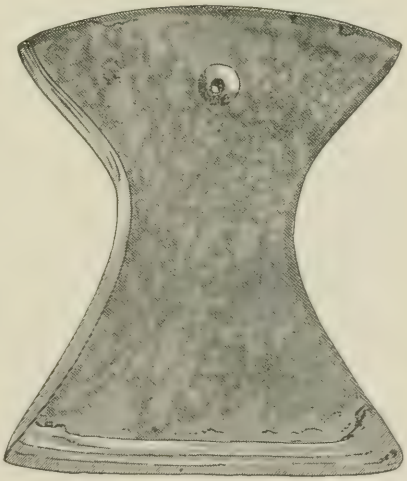
(17,139)
Fig. 10.—½ diameter.

Gorgets, or Pendants, etc.

The specimen represented by figure 11 is, in point of shape and finish, one of the best slate objects we have. It is two and one-eighth inches long, one and a quarter wide, and three-eighths thick in the middle, being nicely rounded on each side, leaving the edges less than an eighth of an inch in thickness. At one end it is grooved on each side for fully half its length (a little more than the engraving shows), and the finish of the whole piece is perfect—so perfect, that one cannot be sure that it is not of French, rather than of Indian origin. The appearance of the surface indicates considerable age. It is unusual to find anything of this kind without a hole in it.

(17,247)
Fig. 11.—½ diameter.

Figure 12 differs in many ways from anything else in the museum. Five inches long, four inches wide at the lower end, and half an inch in uniform thickness, except where it is brought to an edge; it is made from a finely laminated slate, just enough weathered to show ten or twelve lines of cleavage along the thick edges. Its outline is suggestive of a gorget or tablet, but it is much thicker than gorgets usually are, and the fact that the lower and wider end has been brought to a



(17,177). Fig. 12.—½ diameter.

sharp edge, would indicate that a subsequent intention was to use the speciman as a tool, perhaps in dressing of leather. It was found on Leechman's Flats in North Cayuga township.

Fig. 13 is of the common striped slate, but is unique as to shape. In finish, it could scarcely be surpassed by any workman to-day. Although each end of the hole is slightly countersunk, suggesting Indian methods of boring, the *striæ* left by the finishing drill are so close and so regular that one cannot imagine any aboriginal instrument likely to make such marks, and except the slight countersinking there is nothing to indicate that the hole has been partly bored from each end. On the convex edge, a little below the hole, another one has been begun, but whether before or after cannot be said—if before, it may have been thought too low—if afterwards, the purpose may have been to make a second hole so close to the first that the junction of the two, with a little cleaning out, would have formed an oval aperture, at least two examples of which we have in this kind of slate —one from Middlesex, and one from Brant.

(17176)
Fig. 13.—½ diameter.

On the whole, it must be said that this specimen (fig. 13) betrays marks of comparatively modern origin, in finish as well as in design. The exact locality in which it was found is not known, but is supposedly from western Ontario. It is probably the work of some one connected with the early French missions, if, indeed, it be not of still more recent origin.

Stone Adze.

(16,175. Fig 14.—½ diameter.

The little granite adze here represented, figure 14, is fairly straight on the side shown, but very much curved on the other, its greatest thickness near the middle being seven-eighths of an inch, but its chief peculiarity is the presence of a small hole about a quarter of an inch in depth, within an inch and a half of the pole.

Bird Amulet.

Fig. 15 is a bird-amulet found in a sand-pit on the right bank of the Grand River, opposite Cayuga. It is not made from the usual slate, but from an amygdaloid, the light colored or almond-like portions

of which are much softer than the body of the material. On the base are two short bars running crosswise, each of which is perforated.

(17,174). Fig 15.—½ diameter.

This specimen is almost as perfect as when it was made. It is two and five-eighth inches long, and an inch and five-eighths in height, being smaller than the average bird-amulet. There are but two others in our collection (found in Ontario) made of this material, one from Port Rowan in the same district, and one from Middlesex county.

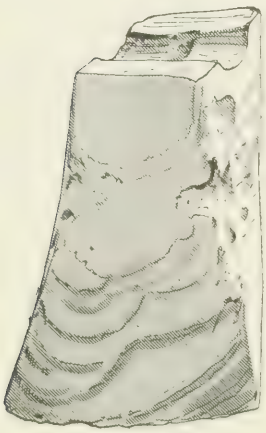
The meaning or use of these so-called "bird-amulets" remains unknown, but it may be worth while to repeat here that such specimens are always found disassociated, and each find only adds significance to the observation that no natives met with by Europeans seem to have had any knowledge regarding them, the inference being that they were the work of prior occupants of the soil.

Cutting Tools.

The making of grooved celts never reached as high a degree in Ontario as in Ohio and other southern and western localities. With us, the groove is usually shallow and not sharply defined—sometimes, too, it exists on the edges only, or goes clean around, whereas in southern examples it is often formed round two sides and one edge, leading us to infer that in the former cases the tools were used as adzes, and in the latter as axes. Fig. 16 is unusually large, being ten inches in length and nearly half as wide, but its chief value consists in its being unfinished, and in the quality of the stone (limestone) being quite unlike what was generally selected for tools of this kind. The result of the rough blows struck to reduce it to shape are beautifully exemplified in this specimen, and enough work has been done to show that the intention was to groove the edges only, that it might be handled as an adze, and perhaps to be used as a wedge. It was found in Middlesex county.

(17,225). Fig. 16, ¼ dia.

Fig. 17 represents an interesting specimen, although in all probability not a very old one. It is of fine-grained lithographic limestone of dark creamy color, marked with irregular gray veins. Although partly polished it still bears marks of the chipping and pecking required to bring it into shape, but the most remarkable feature is the large hole it has had only half of which remains. It is plain that this hole has been designed for a handle, an unusual feature in American celts. Whether a perforation was first made by means of a drill is uncertain, (although probable) as the surface now shows marks of a tool used by thrusting from each end.



(17,172). Fig. 17.

It is difficult to conceive of any use to which an object of such soft material could have been put, otherwise than as a weapon.

The only other celt we have with a hole large enough to receive a handle, was found by Dr. Clark of Tamworth, at Beaver Lake, Addington county, and presented to us by Dr. T. W. Beeman of Perth.

The specimen here described is from the township of North Cayuga county of Haldimand.

Bone Harpoon.

This somewhat unusual and rather pretty form of bone harpoon was found by Mr. E. Fleming, on his farm in the township of Percy, Northumberland county, Ontario, and reached the museum through Dr. R. Coghlin of Hastings, Peterboro' county. With a flat base as seen in the cut, it forms in cross section a compressed triangle, and in outline strongly resembles one, a little larger, figured in Dr R. Munro's "Prehistoric Problems," page 73, 1897. Prof. Boyd-Dawkins describing the latter specimen which was found in the Victoria Cave at Settle, Yorkshire, says, "The harpoon is a little more than three inches long, with the head armed with two barbs on each side, and the base presenting a mode of securing attachment to the handle which has not before been discovered in Great Britain." The chief difference between the Ontario specimen and the English one is, that in the latter the barbs are more deeply notched.

(17,118). Fig. 18, ½ dia.

Copper Tools.

The copper knife represented here is five and three-eighth inches long, and was found near Stirling, in the county of Hastings. The hole at the haft end was probably rather for carrying purposes by means of a string, than to attach the knife to any handle. The latter use would imply a rivet—something unknown to the Huron-Iroquois mechanic.

(177,60.) Fig. 19, ½ dia.

Both edges of the blade are sharp, and as they are somewhat rounded at the large end, it is probable that the tool was held directly in the hand.

The copper tool here figured is five inches long, and an inch and a half wide at the edge. The back, or convex side is roughly flat, transversely, except at the broad end where it is slightly curved to make the blade gouge-like, and on the opposite side a hollow extends from end to end. The weathering and general appearance leave no doubt that it is of native copper, as well as of native workmanship. It was found on a field belonging to Dr. Davis, in the township of North Cayuga.

(17,178.)
Fig. 20, ½ dia.

Very few objects of copper have been found in Neutral territory, if one may form an opinion from the localities represented in the small collection we have in the museum coming from the whole province. Judging in this way, the lines of distribution would seem to have been down the Ottawa, and the Georgian Bay.

An extremely interesting specimen is a copper fish-hook brought up from a depth of 600 feet, within 15 miles of Isle Royale, Lake Superior. It is an inch and seven-eighths long, making a curve three-fourths of an inch wide, and half an inch high at the point, outside measurements. The shaft is less than an eighth of an inch wide, and about as thick, the bend being being made edgewise. The end of the shaft is slightly flattened to hold the fastening in place, much like what may be seen on some steel fish-hooks.

This specimen was given by Mr. Dobie of Port Arthur, to the Rev. Dr. Maclean of Neepawa, and was by him presented to the museum along with other articles.

INDIAN FLUTE.

(17,101). Fig. 21.

The wind-instrument above figured is of native make, and, it is claimed, of native origin. The latter claim is a doubtful one. This flute, fife, or perhaps, rather, whistle is made of cedar, in two pieces, lengthwise, very neatly jointed, and bound at short intervals with soft string. It is sixteen inches and half long, and nearly an inch in diameter, and is provided with six finger-holes. Musicians say the scale is incomplete, but perhaps with perfect skill in playing this defect would be removed. Apart from the construction of the body of the instrument, its most peculiar feature is a wooden slide made to move in a shallow groove over the sound-hole, apparently for the purpose of modifying the pitch of the notes. On the lower side of same hole is bound a piece of sheet tin, evidently to correct an error in the size or position of the perforation. Sound is produced by blowing through a hole little more than an eighth of an inch in diameter in the centre of the end.

The workmanship is excellent. The tubular hole is nearly three-fourths of an inch in diameter so that the tube itself is barely an eighth of an inch in thickness.

No one who has seen this instrument can afford any information respecting the origin of the slide, that is, as to whether any similar device is known in any other instrument of the kind, used by white people.

This peculiar whistle was made by Hy-joong-kwas, Chief of the False Face Society, and head medicine man of the Longhouse people, and was presented to us by his nephew Da-ha-wen-non-yeh.

THE PAGAN IROQUOIS.

It is extremely interesting, some would say it is extremely sad, to know that we have within easy call a band of pagan Indians numbering nearly a thousand, or about twenty-five per cent. of all the Iroquois and some scattered Delawares,* Nanticokes† and Tutelos‡

*See Appendix.

† The Nanticokes came originally from the coast of Maryland. They were adopted by the Delawares, who, in turn, were adopted by the Six Nations.

‡ "The Tutelo *habitat* in 1671 was in Brunswick county, southern Virginia. . . . The Earl of Bellomont (1699) says that the Shateras were 'supposed to be the Toteros, on Big Sandy River, Virginia,' and Pownall, in his map of North

on the Grand River Reserve. More than once it has appeared in print that these people have persistently clung to their ancient beliefs through all the vicissitudes arising from contact with Europeans, and despite the numerous efforts that have been made to woo them into the fold of Christianity. But this is scarcely true, for while it is undeniable that many remain steadfast in paganism, it is paganism considerably modified as a result of some three hundred and fifty years' more or less intimate association with white people. During the latter half of this time, but especially during the last third of it, the modifying agencies have worked with much more effect than formerly. From 1535, when Cartier met with Huron-Iroquois at Stadaconé and Hochelaga, until about the beginning of the eighteenth century, when the Iroquois had attained the highest limit of their power, direct proselytizing influences were confined to the efforts of a few French Catholic, and Dutch Protestant missionaries who here and there succeeded in detaching some from open indulgence in pagan practices, but the indirect results accomplished during the same period, by means of trade, and through the necessarily consequent changes in warfare, food, clothing, and general habits, were as powerful in effect as they had been quiet and steady in action.

I am not aware of any record giving the proportion of pagan to Christian population at the close of the seventeenth century, but it is probable that not more than one third of the Iroquois at this time were professing Christians, and it is still more probable that the number was considerably less.

Now it was that the Indian "prophet," or rather reformer, appeared, and in the notice of him that follows the careful reader will not fail to mark numerous teachings strongly tinctured with European influence. But even thus, it is not the less remarkable that so many people, surrounded for three centuries and a half by Christianizing agencies direct and indirect, should retain so much that connects their religious beliefs with those of their pre-historic ancestors, for it is undoubted that in spirit as well as in performance we may see to-day in a slightly altered form civilized Iroquois engaging in rites and cere-

America (1776), gives the Totteroy (*i.e.*, Big Sandy) River. Subsequently to 1671 the Tutelo left Virginia and moved to North Carolina. They returned to Virginia (with the Sapona), joined the Nottaway and Meherrin, whom they and the Tuscarora followed into Pennsylvania in the last century; thence they went to New York, where they joined the Six Nations, with whom they removed to Grand River Reservation, Ontario, Canada, after the Revolutionary War. The last full-blood Tutelo died in 1870."—From *Indian Linguistic Families*, p. 114 in Rep. of Bur. of Ethnology for 1885-6

The Tutelos called themselves *Ye-sahn'*.

It may be here mentioned that John Key, Gostango (Below the Rock), the last Indian able to speak the Tutelo language, died last spring (1898). See plate XVIII. B.

monies they have inherited from a time long antecedent to the discovery of the continent, and even anterior to the appearance of Hiawatha (allowing him not to have been a pure myth), who was a political, rather than a religious, reformer.

To be present at a pagan festival is an experience not soon to be forgotten. In the music, songs, dances, speeches and peculiar rites that go to constitute a feast of this description one may picture to himself what an event of the same kind must have been when celebrated by savages in the old-time long-house, lighted only by the glare of two huge fires, the uncertain gleams of which were reflected on the dusky, sinewy and lithe bodies of the performers, men and women, in concert with even such whoops and other accompaniments as one may yet see and hear.

It should be observed also that those who continue pagans are as bright and intelligent as their Christian confreres are. Neither are they at all proud on account of their paganism. They deal freely with their fellows in every way, not even disdaining to intermarry with them, and it is remarked that when a "mixed marriage" takes place it just as often happens that the Christian relapses to paganism as that the pagan becomes a Christian.

Pagan Conditions.

The religious belief of the Indians who occupied the greater part of North America, when they first became known to Europeans, was little more than a mass of unsystematized myth—confused, contradictory, and therefore utterly illogical. Scarcely any two persons (not to mention tribes or peoples) were found to agree in particulars, and many were at variance even in the matter of generality.*

Algonkian manitous and Iroquoian okis innumerable, infested earth and air. Many of these were animated by malice towards the Indian,† whose duty it was, therefore, to placate them in one or other

* "They vary so greatly in their belief that we can have no certainty about it."—*Le Jeune's Relation, 1637, Cleveland ed., Vol. 12, p 31.*

Still, we must accept such statements guardedly, because the seeming inconsistencies may have been largely owing to misunderstanding on the part of the enquirers. Making due allowances, however, for such mistakes as were likely to arise from an imperfect knowledge of the natives' languages and their methods of thought, the wholly unlettered peoples were more likely to misconceive and misconstrue their myths than are those of our own kind and time with superior advantages, and yet we know what 'jumbles of doctrine' many white people entertain.

† So high an authority as Dr. Brinton asserts that the Indians, before their contact with white people, did not acknowledge the existence of bad spirits, as such; they were merely "spirits of the terrible phenomena."—(*American Hero Myths*, p. 234, 1882), not beings whose duty or delight it was to war against mankind, or to thwart the intentions of the good ones.

of numerous ways. If they had any superior object of reverence, it was probably the sun,* as the source of light, or as the abode of the Spirit of Day.

The missionaries found great difficulty in convincing the Indians that the Christian religion was for them as well as for the white people. Arguments to this effect were met by the reply, "We don't understand this," or "We don't believe it—you are so different from us in every way that it is nonsense to think we should believe as you do." In course of time "conversions" were made, but lapses were frequent and caused the missionaries much grief. Some tribes eventually became and remained, at least nominally Christian by force of circumstances, but even among these tribes there were many who clung stubbornly to their ancient practices. This was the case with a large number of the Iroquois, yet those who refused to become Christians have readily accepted a code of morals which is largely tinctured with the teachings of the white man's religion.†

Dr. Brinton's contention is summed up in the following paragraph from the last edition (p. 82) of his *Myths of the New World.*:

"Some gods favored man and others hurt him; some, like the forces they embodied, were beneficent to him, other injurious. But no ethical contrast beyond that which this would imply, existed to the native mind."

This may have been the original idea, but it would seem that in time, (even before the appearance of the white man), some of the spirits were credited with motives of pure malignity.

* "An Iroquois was to be burned in a rather distant [Huron] village, . . . having ascended the scaffold, he raised both his eyes and voice to Heaven . . . shouting in a loud voice, 'Sun, who art witness of my torments, listen to my words.'"—*Jesuit Relations*, Cleveland ed., Vol. 21, p. 171.

Father Vimont, in describing the doings of Kiotsaeton, an Iroquois peace envoy at Three Rivers in 1645, says, "He rose and gazed at the Sun," and that after singing and parading before those present he again looked heavenward, fixing his eye upon the Sun.

"They (the Iroquois) first thanked the Sun for having caused us to fall into the hands of their fellow-countrymen."—Jogues, *in Relation of 1647*, Cleveland ed., Vol. 31, p. 31.

† The ceremonies of the Pagan Iroquois present two distinct features; first, those that have come down from one dare not say how many centuries, and second, those that date only from the beginning of the nineteenth century.

In the former are included some of the ritual speeches, the various dances, the national gambling customs, dream interpretation, the spraying or blowing of sweetened water on invalid heads, the anointing of heads and many minor practices. To the latter are assignable most of the admonitions of the preachers at the New Year or Mid-winter and some other festivals, the greater part of these addresses relating either to morals, the inculcation of which had no reasons for existence in pre-Columbian days, or they refer to views of a future state which, even in their Indian guise, are plainly derived from Christian sources. As the Indian mind is not of metaphysical bent, and is seldom even profoundly logical, the incongruity of this composite belief does not occur to those who entertain it. Respecting the more ancient customs they have no doubt, for were these not in vogue long before the white man's day in America? Has not their efficacy been put to triumphant test ten thousand times? And what more can anybody want? Then, as to the modern grafts, the inquiry is made why should not the Great Spirit take means to teach the

It would perhaps be difficult to find two human beings, no matter how isolated, of whom one is not a myth-maker, and the other a blind-believer. It has always been so. In larger groups, the boldest and shrewdest myth-maker becomes the shaman—the medicine man—the sorcerer—the priest. While, with still wider scope for the exercise of his talents, there appears occasionally one whose fervor or whose audacity constitutes him a prophet.

Indian character and mode of life are peculiarly congenial to the development and acceptance of this class of pretender—yet, when we remember James Naylor, Joanna Southcote, Lodowick Muggleton, Joseph Smith, and many others with their troops of followers in England and America, white folk cannot very well undertake to cast the first stone at their Indian brethren for that measure of overweening confidence we call gullibility.

OLD TIME PAGANISM.

"At first," in the language of an Indian friend, "the world was no good—all over water, and big frogs,—but the place away above the clouds had people in in it—lots of them." This, in a way, corresponds with the missionary accounts, according to which Ataensic, the wife of a skyland inhabitant fell through a cloud-cleft, in her attempts to save her favorite dog from the attack of a wolf or a bear; or, as some say, the accident happened when she was trying to cut down a tree, the pith or the leaves of which were necessary for the cure of her sick husband. The tree dropt through the sky, so did her dog, and, like Jill, when "Jack fell down and broke his crown," she "came tumbling after." A big turtle kindly offered her accommodation on its back, where she remained for four days to recover from the shock of her descent which must have been very great, especially in view of the fact that she was soon to become a mother. Having, at the end of this time, succeeded in procuring a little earth from the bottom of the sea by means of some animal possessed of good diving powers, she managed by sprinkling the dried and powdered earth over the surface of the water to form an enormous island, much in the same way as the Algonkin myth attributes to Nanabush.* In course of time a daughter was

Indian in an Indian way, just as white men say He taught them according to their way? And this is not an easy question to answer satisfactorily, either to the Indians or to ourselves.

*Other accounts make it appear that the beaver, mink, muskrat and loon (*Urinator imber*) seeing Ataensic coming down, prepared a resting-place for her by placing a quantity of mud on the back of the tortoise, and that from this the world grew. According to Megapolensis, the woman herself scooped up the earth from her position on the turtle's back. See appendix to Fourth Ontario Archæological Report.

born to her, and this daughter, growing to womanhood, became the mother of twin sons, the first men this newly created world ever saw. One of these boys was good, and one was bad, and the bad one showed how very bad he was even before he was born, for, becoming impatient of delay, he determined not to wait for the convenience of his mother, and so made his way into the world by issuing from her side, or armpit, in consequence of which she died. Nothing is said respecting the birth of the other boy, but he *was* born, and was called Joskeha, while the name of his turbulent brother was Tawiskara. We are left in ignorance as to how their mother, and her mother, Ataensic, subsisted up to this time, but in whatever way this may have been, when the former died, from her body sprung all the plants we now have—notably the "Supporters" or the "Three Sisters," the pumpkin coming from her head, the corn from her breast, and the beans from her arms; the legs supplying roots for them all.

The boys having agreed to a division of the world, separated to live far apart, but Tawiskara still bent on mischief, created an enormous frog to swallow all the springs that had been benevolently made by Joskeha, and thus the rivers and lakes disappeared leaving the earth as dry as ever. When Joskeha discovered this frog in the country of Tawiskara he stabbed it in the side, from which, and henceforth, the waters flowed as usual over the land.

By and by the brothers met, for the spirit of their mother had informed Joskeha that Tawiskara intended to kill him, but how he meant to do so it is hard to conceive, for as they were both gods this was impossible. However each brother knew of one thing that would come nearer to the accomplishment of this than anything else, and they agreed to a mutual communication of the secrets. Joskeha said a bag of corn if well aimed would almost kill him, and Tawiskara informed him that what *he* feared most was a wound from a deer's horn. They fought. Joskeha fell and seemed to be dead, but he revived, and with an antler stabbed Tawiskara in the side; and the blood gushed in great streams from the wound, as the bad brother utterly discomfited made his way westwards followed by Joskeha. The clots of blood turned into flint from which, ever since, the Indian has made his arrow-points, spears and knives.*

* As common chert is not very suggestive of blood the story may at first have referred to red jasper, of which such articles are sometimes made, and the legend may have originated where this kind of quartz was tolerably plentiful. At any rate, jasper may have originated the idea, without reference to place.

Tawiskara was so badly beaten that he was compelled to remain at "sundown" where he had in his keeping the spirits of all dead Indians.

Joskeha then devoted his attention to improving the world From an underground cave he brought every kind of animal, one of which, the tortoise, taught him how to make fire. He next made men and women, and showed them how to make bows and arrows, how to catch fish, and how to grow corn, beans, pumpkins and tobacco. He lived in the east with his grandmother Ataensic, and was ever ready to assist the needy Indian in any way. To him thanks were returned for success in war, in hunting and in fishing, as well as for abundance of vegetable food.

His grandmother was a witch-god assuming at pleasure any shape, and had as her prerogative the fixing of human fate.

Other deities were Ta-ron-ya-wah-gon and Ar-esk-wi or Areskoui, the former said by some to be but another name for Hiawatha, and the latter, for Joskeha.

Of this myth, Dr. Brinton says:* "So strong is the resemblance Ioskeha [Joskeha] bears to Michabo [Nanabush], that what has been said in explanation of the latter will be sufficient for both. Yet I do not imagine that the one was copied from the other. We cannot be too cautious in adopting such a conclusion. The two nations were remote in everything but geographical position.

I call to mind another similar myth. In it a mother is also said to have brought forth twins, or a pair of twins, and to have paid for them with her life. Again, the one is described as the bright, the other as the dark twin: again it is said they struggled one with the other for the mastery. Scholars, likewise, have interpreted the mother to mean the Dawn, the twins either Light and Darkness, or the Four Winds. Yet this is not Algonkin theology: nor is it at all related to that of the Iroquois. It is the story of Sarama in the Rig Veda, and was written in Sanscrit, under the shadow of the Himalayas, centuries before Homer.

Such uniformity points not to a common source in history, but in psychology. Man, chiefly cognizant of his existence through his senses, thought with an awful horror of the night which deprived him of the use of one and foreshadowed the loss of all. Therefore *light* and life were to him synonymous: therefore all religious promise to lead

'From night to light,
From night to heavenly light;'

* Myths of the New-World (3rd ed. revised), pp. 205-6. 1896.

therefore He who rescues is ever the Light of the World: therefore it is said 'to the upright ariseth light in darkness:' therefore everywhere the kindling East, the pale Dawn, is the embodiment of his hopes, and the centre of his reminiscences."

This is as learned and ingenious as all that Dr Brinton writes is, but allowing that Joskeka, like Michabo, or Manibozho, or Nanabush, was "the Great Light," "the Spirit of Light," "the Great White One," "the lord of the winds," "the grandson of the moon," and the child of a maiden, it does not make sufficient allowance for historical consanquinity, if not for historical identity.

This is not the place to enter into argument, but it may be pointed out that even when peoples, whether near or far apart, were bitter enemies, and spoke totally different languages, the almost universal customs of adoption, slavery, and marriage by capture* must have exercised no small influence on primitive mythology.

The *spirit* of one myth may be similar to, or even identical with that of another originating independently far distant from it, in space or in time, but when the *details*—the scenery and stage accessories—correspond very closely, we are justified in attributing much to a common historical source.

To illustrate this contention, let us take the story of Glooscap's Origin as given to Dr. Silas T. Rand, by a Micmac of Fredericton.† In a prefatory note Dr. Rand says he questions whether the legend "does not refer to some other fabulous person" than Glooscap, but this is immaterial.

"Glooscap was one of twins. Before they were born they conversed and consulted together how they would better enter the world. Glooscap determined to be born naturally; the other resolved to burst through the mother's side. These plans were carried into effect. Glooscap was first born; the mother died, killed by the younger as he burst the walls of his prison. The two boys grew up together, miraculously preserved.

After a time the younger inquired of Glooscap how the latter could be killed. Glooscap deemed it prudent to conceal this, but pretended to disclose the secret, lest his brother, who had slaughtered the mother, should also kill him. But he wished at the same time to know

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*The Caribs so often procured wives in this way that their women did not often speak the language of the men." McLennan's *Primitive Marriage*, p. 321.

†Legends of the Micmacs, by the Rev. Silas Tertius Rand, D.D., D.C.L., LL.D., Wellesley Philological Publications, New York and London. 1894, pp. 339-40.

how the younger one could be despatched, as it might become convenient to perform the same operation upon him. So he told his brother very gravely that nothing would kill him but a blow on the head dealt with the head of a cat-tail flag. Then the brother asked, "And how could you be killed?" 'By no other weapon,' was the answer, 'than a handful of bird's down.'

"One day the younger brother tried the experiment. Procuring a cat-tail flag, he stepped up slyly behind his friend and gave him a smart blow on the head, which stunned him; he left him on the ground for dead. But after a while he came to; and now it was his turn. So he collected a handful of down, and made a ball of it; and with this ball he struck his younger brother and killed him."

That the Glooscap myth is a mere variant of the Joskeha one, or, *vice versa*, would appear plain. The Eskimo have a third form, and according to Hale and others the original home of the Iroquois lay between these people to the north, and the Micmacs to the south.

RECENT INDIAN RELIGIONS.

Before proceeding to refer more particularly to Ska-ne-o-dy'-o, the "prophet" of the Iroquois, whose teachings have done so much to influence the life of those who still refuse to accept Christianity, it may be well to pass in brief review what has taken place in other parts of the continent, in connection with the appearance of religious teachers during the historic period, and more particularly since about the beginning of the present century. Only by means of some such comparison may we estimate the character of supply as well as of demand to satisfy the psychological craving among a primitive people not wholly uninfluenced by contact with another race, and who are therefore of profound interest to us in such a transitional condition.

It is quite certain that during the centuries before the Discovery there appeared here and there, from time to time, one and another claiming superior knowledge respecting the performance of rites, the movements in dances, the singing of songs, the interpretation of dreams, the existence and power of spirits, and the influences of natural phenomena.

As mere impostors, many would set up claims to such knowledge for the sake of power, profit, or notoriety, but there were undoubtedly others, who, acting under the influence of dreams, or of hallucinations, spoke and taught as "having authority,"—believing thoroughly in themselves and in their message. Bold assertion in the one case, and earnest iteration in the other would accomplish changes and even make

additions, but in no instance would it appear possible for the false or the conscious innovator to rise above his surroundings. He might teach a new rite, invent a new movement, compose a new song, or endow a spirit with a new quality, but in so doing he would find it impossible to go beyond himself, that is, to get outside of his environment. Having no belief in a supreme being he could not appeal to one, nor could he claim that such a one had given him instructions. It was not until after his intercourse with white men that he was enabled to add to the story of his dream that he had seen the Creator, or the Great Spirit, or the Master of Life—or; that he was in a position to teach some of the higher moralities, and to offer a promise of *post mortem* and eternal happiness.

We find accordingly that all Indian "prophets" who have appeared during the historic period have been, consciously or unconsciously, indebted to the white man very considerably for the tone and tenor of their teachings.

The Delaware Prophet.

A Delaware prophet, whose name has, in an unaccountable way, been forgotten, appeared in 1762 declaring himself possessed of a mission from the Great Spirit who had also taught him to draw an odd looking map on a piece of deerskin, which he called "The Great Book, or Writing" to shew the Indians where they were, and where they ought to be, with the only way to get there.*

Of this prophet it is said he dreamt that by undertaking a journey he would reach the spirit-world, and early the next morning he set out, travelling until sunset of the eighth day when he reached three divergent paths. Having tried two of these he was, in each case, driven back by a fierce fire, but by means of the third, and after climbing a very steep and slippery mountain by the instructions of a woman whom he met, he reached the abode of the Master of Life, who commanded him to exhort his people to cease from drunkenness, wars, polygamy, and the medicine song; to live independently of the whites to use only the bow and arrow when hunting; to wear skins for clothing; to drive away the white man; to ask only Him (the Master of Life) for food, and that if they became good, they would want for nothing: when meeting, to give one another the left hand, or hand

*For these particulars, and most of what follows relating to Indian prophets, I am indebted to vol. 14, part 2, Report of the Bureau of Ethnology Washington, 1896. The article is entitled the *Ghost Dance Religion*, by James Mooney, who, however, must not be held responsible for the phraseology here used, as the stories are necessarily much condensed.

nearest the heart, and, above all, to repeat morning and night a prayer, which was taught him on the spot, accompanied with the gift of a "prayer stick" on which some hieroglyphics were carved.

The missionary Heckewelder, who knew him well, adds that in his discourses, the prophet used to say, "Hear what the Great Spirit has ordered me to tell you! You are to make sacrifices in the manner that I shall direct; . . . you must abstain from drinking their deadly *beson*, [rum?] which they have forced upon us for the sake of increasing their gains and diminishing our numbers. Then will the Great Spirit give success to our arms: then will he give us strength to conquer our enemies, drive them from hence, and recover the passage to the heavenly regions which they have taken from us. . . . And now, my friends, in order that what I have told you may remain firmly impressed on your minds . . . I advise you to preserve, in every family at least, such a book or writing as this, which I will finish off for you, provided you bring me the price, which is only one buckskin, or two doeskins apiece."

All through these admonitions it is easy to trace European influence, but the final provision is ludicrously suggestive of the school in which this anonymous Delaware prophet received his lessons, if not his inspiration.

Pontiac, the Ottawa chief, and the greatest of Algonkin leaders, taking advantage of the 'religious ferment produced by the exhortations of the Delaware prophet, [which] had spread rapidly from tribe to tribe,' was thus enabled with comparative ease, to organize his great confederacy of north-western tribes against further encroachments by the British.

The Shawnee Prophet.

After the close of the American Revolutionary war, the Indians for some years continued hostilities against the newly-formed republic. After twenty years of warfare, in which, though often successful, they found the contest an unequal one, they gave up their claims to the better portion of the Ohio valley, and fell back dispirited towards the setting sun. Then (Nov. 1805) appeared Laulewasikaw, a man thirty years of age, who announced that he had a message from the Master of Life. "He declared that he had been taken up to the spirit world . . . had seen the misery of evil-doers, and learned the happiness that awaited those who followed the prophets of the Indian God." He denounced witchcraft, medicine-juggleries, and the use of firewater: condemned marriages with white people, and the

use of all European customs—even fire, he said, should be made in the old way—and he taught that by compliance with his directions, the old time condition of happiness would return to the people.

"It is stated that the prophet was noted for his stupidity and intoxication until his fiftieth year (?) year, when, one day, while lighting his pipe in his cabin, he suddenly fell back apparently lifeless and remained in that condition until his friends had assembled for the funeral, when he revived from his trance, and, after quieting their alarm, announced that he had been to the spirit-world, and commenced then to call the people together that he might tell them what he had seen. When they had assembled, he declared that he had been conducted to the border of the spirit-world by two young men, who had permitted him to look in upon its pleasures, but not to enter, and who, after charging him with the message to his people already noted, had left him, promising to visit him again at a near future time." (*Drake, Ab. Races*)

This story so circumstantially resembles the one told regarding Ska-ne-o-dy′-o, the Onondaga prophet, at least five, and perhaps fifteen years before, that there is an evident confusion of the persons concerned, and this becomes clearer when we compare Laulewaskiaw's age, (which is said to have been about thirty) when he received his revelation, with statement that he had led a dissolute life until he was about fifty—a statement that applies correctly enough to Ska-ne-o-dy′-o.

On the death of his celebrated brother, Tecumseh, at the battle of the Thames, October 5th, 1813, Laulewasikaw, or Tenskwatawa as he subsequently called himself, returned to Ohio from Upper Canada, and afterwards removed with his people to the west. He was living in 1832, when Catlin had a conversation with him.

The Kickapoo Prophet.

West of the Mississippi there have appeared numerous Indian prophets. One of the most prominent of those was Känakûk, a Kickapoo, who appeared about 1820 to champion the rights of his people when it was decided to remove them from Illinois to Missouri. He also claimed that he had had an interview with the Great Spirit, by whose direction he was to tell the people "to throw away their medicine-bags, not to steal, not to tell lies, not to murder, not to quarrel," and to pray to Him every night and every morning. Känakûk was also instructed by the Great Spirit that the land was His, and to tell the white people so. This prophet, too, employed prayer-sticks of maple, not unlike those of the Delaware seer. These

he carved himself and sold to the people, thus "increasing his influence both as a priest and as a man of property."

Believers in Känakûk met for worship on Sundays and Fridays—on the latter days they "made confession of their sins, after which, certain persons appointed for the purpose, gave each penitent several strikes with a rod of hickory, according to the gravity of his offence."

The Winnebago Prophet.

It was ascertained by Mr. Mooney, during his "personal investigation among the Winnebagos" that, "about 1852 or 1853, while the tribe was still living on Turkey river, Iowa, a prophet known as Páthĕskĕ, or Long Nose, announced that he had been instructed in a vision to teach his people a new dance, which he called the friendship dance (chúkorāki)" This dance, he claimed, "to have seen, performed by a band of spirits in the other world, whither he had been taken after a fast of several days' duration." Although his teachings do not appear to have made much headway, and although he himself was denounced as an imposter, he did not lose caste among his people, for, a few years afterwards, he was one of a delegation of his tribe to Washington. Such a state of society is quite credible to those who know anything of Indian character.

The Paiute Prophet.

About 1870, Tä'vibo, ("White Man") the father of Wovoka the "Messiah" of the Ghost Dance religion, preached, prophesied, and introduced a new religious dance among the Paiutes in Nevada. He held his ground as a teacher for twenty-two years, and exercised considerable influence over Indians from Oregon and Idaho,—among the Bannocks and Shoshonis, and all the scattered bands of the Paiutes. He claimed te have met the Great Spirit on three occasions, at the top of a mountain, when he was informed that "within a few moons there would be a great upheaval or earthquake," during which all the whites with their property of every kind would be swallowed up, and that the Indians would be preserved to enjoy themselves. As many did not believe this, Ta'vibo had another revelation declaring that both Indians and whites would be destroyed, but that in a short time the Indians would come to life, and live forever in plenty. This seemed a more reasonable revelation, and was somewhat popu ar for a time, but Ta'vibo was not satisfied, and so climbed the mountain a third time after fasting and prayer, to commune with the Great Spirit, who, angry at the unbelief of the Paiutes, told the prophet that only

those who accepted his teachings would be once more brought to life and made happy—all others "would stay in the ground and be damned forever with the whites."

Tä'vibo also is said to have gone into trances during which he had communication with the Master of Life.

The Apache Prophet.

Nakai' doklĭ'ni announced himself in 1881, as a medicine man possessed of wonderful supernatural powers in southern Arizona, claiming that he could raise the dead, and hold converse with spirits. As with most of his kind too, he predicted that the whites would soon be driven out of the land. Failing to resurrect two chiefs for which task he had been given by his own request, a considerable number of ponies and blankets in payment, he declared that the chiefs refused to come forth as long as the white people were in the country. As this teaching was likely to cause trouble, Nakai' doklĭni' was arrested by the military authorities, and in a skirmish that followed he was killed.

The Pottawatomi Prophet.

In north-eastern Kansas, about 1883, there was a revival of what closely resembled the teachings of Känakûk, fifty years before. Remnants of the Sauk, Fox, Pottawatomi and Kickapoo peoples in Oklahoma as well as in Kansas became believers. This religion taught the morality of the ten commandments, forbade liquor-drinking, gambling, and horse-racing, and was, on the whole, so beneficent in its effects that it was rather encouraged than otherwise by the Indian agent, who declared that flagrant crime had been reduced seventy-five per cent. since the introduction of the new faith.

The Crow Prophet.

Cheez-tah-paezh or Wraps his Tail, a Crow medicine man, who had attracted special attention on account of his fortitude during the terrible tortures of a Cheyenne sun-dance, announced himself as the possessor of supernatural power in 1887. Heading a movement against the whites he was killed, "and as he had boasted himself invulnerable, and promised that his warriors should be invulnerable also if they would follow him, the hearts of the latter became as water and they broke in every direction."

The Wa'napûm Prophet.

Smohalla (chief of the Wánapûms, a small tribe in Washington State), as a young man had frequented a Catholic mission, and thus become familiar with the service of the Catholic church. As a medicine man his reputation stood very high.

About 1860 a noted chief named Moses, on the Columbia river, having reason to believe that Smohalla was "making medicine" against him, picked a quarrel, fought with and nearly killed the big medicine man, who, however, "revived sufficiently to crawl into a boat" and float down the Columbia, until, meeting some white men, he was taken care of during his recovery, which was very slow. After this, ashamed to go back among his own people, and still fearing the anger of Moses, he set out on what Mr. Mooney characterizes as "one of the most remarkable series of journeyings ever undertaken by an uncivilized Indian," going all along the Pacific coast as far south as Mexico and returning by way of Arizona., Utah, and Nevada to his old home," where he announced that he had been dead and in the spirit world and had now returned by divine command to guide his people.* Accepted by his tribe who believed fully in his statement, he began to have trances during which he was insensible to pain, and on recovering from these he told what he had seen and heard in the spirit-land. He declared that Sa'galhee Tyee, the Great Chief above, desired the Indians to return to their primitive manners, and that "their present miserable condition was due to their having abandoned their own religion and violated the laws of nature and the precepts of their ancestors." He claimed power to control the elements, and having predicted some eclipses, with the aid of an almanac and the help of a party of surveyors, we must conclude that mingled with Smohalla's delusions there was not a little of deception.

"You ask me to plough the ground!" said he, "shall I take a knife and tear my mother's bosom? Then, when I die, she will not take me to her bosom to rest.

* We are apt to regard Indians as a strictly stay-at-home people, but there are numerous instances of long wanderings on the part of individuals. Henry and Harman mention meeting with stray Iroquois near the Rocky mountains. Zeisberger refers to a Carib woman and her daughter who resided with his people, the Delawares, at Fairfield on the Thames, Upper Canada, near the end of last century. One of the Canienga (Mohawks) found his way a few years ago to England, where he married well, and ultimately figured in the Divorce Court. Among the Ojibwas on the Chemong Reserve I have met with John Brant, a lineal descendant of Thayendenaga, and another Indian from the Grand River Reserve is known to have made his way to one of the western states where he became a very wealthy man. These, it is true, are exceptions, for, as a rule, the Indian seldom removes far from the home of his own people.

"You ask me to dig for stone! Shall I dig under her skin for her bones? Then when I die I cannot enter her body to be born again."

'You ask me to cut grass and make hay and sell it, and be rich like white men! But how dare I cut off my mother's hair?"

Referring to this belief, Mr. Mooney very graphically says: "The idea that the earth is the mother of all created things lies at the base, not only of the Smohalla religion, but of the theology of the Indian tribes generally and of primitive races all over the world. This explains Tecumtha's [Tecumseh's] reply to Harrison: 'The sun is my father, and the earth is my mother. On her bosom I will rest.' In the Indian mind the corn, fruits, and edible roots are the gifts which the earth-mother gives freely to her children. Lakes and ponds are her eyes, hills are her breasts, and streams are the milk flowing from her breasts. Earthquakes and underground noises are signs of her displeasure at the wrongdoing of her children. Especially are the malarial fevers, which often follow extensive disturbance of the surface by excavation or otherwise, held to be direct punishments for the crime of lacerating her bosom."

Many of Smohalla's followers, "The Dreamers," as they have been called, believe that as there is only one Sa'ghaleee Tyee, or Great Spirit, so will all men fare alike, according to their deserts, in the future state, but some of the wilder sort declare that there is no resurrection for the white man.

The Smohalla ritual is extensive and complicated, and as with all Indians, consists mainly of song, dance, and festivities, but, in addition, it possesses a sort of litany in which the principal articles of their belief are recited in the form of question and answer.

The Skookum Bay Prophet.

John Slocum, an Indian of Puget Sound, had lived for some years among Protestant and Catholic worshippers, and possessed in this way a fair knowledge of the white man's religion which he turned to good account in the promulgation of what has come to be called the "Shaker" faith.

As a matter of course, John "died," and on his revival said he tried to get into Heaven but was not good enough. He was told to return to earth and induce his people to become Christians. This was in the fall of 1882.

Besides prayer to God, belief in Christ, the use of the cross and numerous other doctrines and practices based on Protestant and Catholic forms of worship, the "Shakers" went into an hypnotic state, "their

arms at full length shaking so fast that a common person not under the excitement could hardly shake half as fast." They gazed heavenward, while their heads would shake for hours, or for half the night, and one of their most remarkable performances was the *brushing* of each other to remove sins which they declared were so much grosser in Indians than in white people, that in the former the wickedness found its way to the surface of the body, and the ends of their fingers "so that it could be picked off." "Sometimes they brushed each other so roughly that the person brushed was made black for a week, or even sick."

"Brushing," in this case, would be the equivalent of what we call by a similar euphemism, *licking*.!

In the cure of ailments they make much noise; prayer, and bells are rung over the part of the invalid where the sickness is supposed to be, while some attendants get on their knees, and hold a candle in each hand sometimes for an hour, believing that by this means the bell-ringers will be aided in removing the sickness.

They keep the sabbath, believe in hell, and always regard the end of the world as being at hand. They forbid "drinking, gambling, betting, horse-trading, the use of tobacco and the old incantations over the sick." Their religion is thus "a mixture of Catholic, Protestant and Indian ceremonies, with a thorough belief in John Slocum's personal visit to heaven, and his return with a mission to save the Indians and so guide them that they, too, shall reach the realms of bliss."

They do not believe in the Bible, because they claim to know all that is required through the revelations of God to their own prophet.

These people suffered much persecution at the hands of the Rev. Myron Eells the missionary on the reserve. Of late the Presbyterians have countenanced the Indian Shakers, and are disposed to regard them as members of the Presbyterian church.*?

The Nevada Messiah.

Wovoka the "Messiah" of Nevada, said to have been the son Tä'vibo, already mentioned, began to pose as a prophet about 1876, but claimed to have received a revelation shortly after the death of his father in 1870. At this time he was little more than fourteen years of age, and may have been predisposed along this line either by heredity, or by association with his father, or both.

*Report of James Wickersham, in the Report of the Bureau of Ethenology, p. 760, part 2, Washington, 1896.

During an eclipse, or when "the sun died," he fell asleep and was taken to heaven, where "he saw God, with all the people who had died long ago, engaged in their old-time sports and occupations, all happy and forever young." After God had shown him all this, and that the place had an abundance of game, He told him to return and teach the people "to be good, to love one another, not to quarrel among themselves, to live in peace with the whites, to work diligently, not to lie, not to steal, to put away all their old war practices," and that by obeying these directions they would join their friends in heaven, never knowing sickness or death any more.

He claimed to have been given power to control the elements, and had five songs for "making rain," the first "brought on a mist or cloud, the second a snow-fall, the third a shower, and the fourth a hard rain or storm," while the fifth cleared the weather. By his direction a letter was written to the President of the United States, offering for a "small regular stipend," to reside on the Reserve, supply the people with news from Heaven, "and to furnish rain whenever wanted," but the letter was not sent.*

Notwithstanding Wovoka's instructions "to live in peace with the whites," and inferentially, to wish them well, it soon became an article of belief among the disciples of the Ghost Dance Religion, that the whites would be eternally destroyed, and all the good things set apart for themselves.

One of the chief ceremonies connected with the teaching of Wovoka is, or was, that the dance should be engaged in every six weeks, and as "everything connected with this dance relates to the coming of the spirits of the dead from the spirit world," it is generally known among white people as the Spirit or Ghost Dance.

This dance differs from all other similar performances known among Indians in having no drum, rattle, or musical instrument of any kind as an accompaniment.

The author of the very excellent volume from which I have summarized these notes on Indian prophets and religions says that "among most of these tribes [Paiute, Shoshone, Arapaho, Cheyenne and Pawnee] the movement is already extinct, having died a natural death, excepting in the case of the Sioux, and that among fragments of several tribes in Oklahoma, the Ghost Dance has become a part of

* On the 19th of July, 1898, Mayor Shaw, of Toronto, received a letter from a white man in Winnipeg, offering to supply showers, varying in copiousness according to need, in the different parts of Ontario then suffering somewhat from drought. The writer proposed to do so by means of prayer, and was careful to explain that he was "neither a child nor a lunatic." *What* was he?

the tribal life, and is still performed at frequent intervals. As for the great Messiah himself,* when last heard from, Wovoka was on exhibition as an attraction at the Midwinter Fair in San Francisco. By this time he has doubtless retired into his original obscurity."

The Micmac Prophet.

In Dr. Rand's "Legends of the Micmacs," page 230, we read of Abĭstănāooch "who [about 1770] became deranged on the subject of religion, and persuaded himself that he was God: he succeeded in deluding also an entire village of Indians into the same fanaticism. He introduced new doctrines, new forms of worship, and new customs. Dancing was [re] introduced into their worship: day was turned into night and night into day, as they slept in the day time and had their prayers and did their work in the night."

All that we can gather further from the extremely meagre account of the Mirimichi prophet is that he used to sit behind a curtain while his followers kissed his exposed feet: and that he taught a belief in hell, whence we have no difficulty in tracing the source of his "inspiration."

But a hard-headed uncle *on his mother's side*, and who thus had more control over him than his father had, demolished all this prophet's plans by appearing one day in the wigwam temple and giving Abĭstănāooch a sound thrashing, accompanied with many wholesome admonitions, after which a priest was sent for, to receive the submission of the schismatics, and to impose penances. Thus summarily ended the Church of the Abĭstănāoochians.

A slight analysis of these summary accounts shows us that out of the eleven United States prophets mentioned, three "died," two went into trances, one became ecstatic after a fast, and one fell asleep. Nothing is said respecting the condition of four when the revelations came to them. All but three are reported to have communed with God, the Master of Life, the Great Spirit or the Great Chief, or to have been simply "in the spirit-world."

Of him who fasted, and of him who went to sleep, it may be said they were in trance conditions, and it is probable that something of the kind affected the four of whom no particulars are given, in which case, they too, would claim to have visited the world of spirits. There is thus seen to have been a sameness of conditions in connection with all, or nearly all these cases, and we can hardly hesitate believing that

* It is only fair to say that Wovoka himself made no claim to Messiahship.

to intercourse with Europeans we may, in large measure look for the cause of the form taken by the revelations, coupled, no doubt, with the universal aboriginal readiness to attribute spiritual influences to dreams.

The idea of eternal punishment is not congenial to the Indian mind, and this seems the more strange when we take into account the disposition of the people themselves and their usual desire to mete out an equivalent for wrongs, if not on the wrongdoer himself, at any rate, on some substitute.* In nearly all the foregoing cases the incentive offered for good behaviour was heaven as a reward, without hell as a deterrent. Ta'vibo alone declared that the bad Paiutes "would stay in the ground and be damned forever with the whites," but even this was more like a mere negation of happiness than the infliction of everlasting pain, which, to the Indian, does not appear compatible with the attributes of the Great Spirit.

It will be observed from what follows that Ska-ne-o-dy-'o, the Onondaga prophet, denied only to white folk the privilege of entering heaven, without assigning them to a place of woe.

The reasons assigned in the foot-note statements respecting hell are "missionary." Grimm says, "The idea of a devil is foreign to all primitive religions."

But we must not attribute imposture-motives to the native prophets any more than to Mahomet, Swedenborg, Edward Irving, and many others that might be named. Psychologically, the Indian differs from the white man immeasurably more than he does physically. His habits of thought are totally unlike ours and force him to correspondingly different conclusions. A true child of nature, unless when (as in modern times) contaminated by contact with a civilization he cannot readily assimilate, except in so far as it ministers to the very lowest of his instincts, he is governed mainly by phenomena and tradition. His every turn is dominated by a spirit of religion or of superstition, just as we may choose to view it. His faith in the mediation and direct agency of spirits is unbounded. He engages in no act without taking

* "If thou wishest to speak to me of Hell" they sometimes say, "go out of my cabin at once. Such thoughts disturb my rest and cause me uneasiness among my pleasures." "I see very well that there is a God," another will say; "but I cannot endure that he should punish our crimes."

"No," said an impious man, "I will not listen to what they preach to us about hell. It is these impostors who, because they have no other defence in this country, intimidate us by such penalties in order to save their own lives."

Lalemant's Relation of 1642 pp. 189 and 190. Cleveland ed. vol. 23,

them into account.* They are part, and a very large part of his existence, asleep as well as awake. To him, undoubtedly, "We are such stuff as dreams are made on," and dreams regulate his life. "Like begets like," so dreams beget dreams. No one has more frequent or more vivid dreams than has he who believes in them, and primitive man everywhere, by heredity, by association with others like-minded, and no small degree on account of indigestion, is the most successfully realistic of dreams. From dream to vision is not a very long step when the subject is controlled by a powerful imagination: for violent emotion, rhapsody or ecstasy, convulsions or epilepsy, hypnotism and trance often intervene, all of which manifestations are attributed by him and his friends to supernatural agency. And why not? It has always been so taught—the people have always believed thus, and in the whole of their experience nothing has happened to discredit this belief. Between his every day life and such events he makes no distinction. To him a vision and a revelation are as natural as a dream or a trance—nothing to him is supernatural, unless we are pleased to state it the other way, and say that he regards every event as supernatural. The effect is the same.

The "prophets," when the trance or vision stage has been reached, and who up to that point may have been without guile, now begin to feel the flush of importance, and a consequent disposition to maintain the dignity they have attained, and, either pretendedly, or really and with full intention, assume the trance or hypnotic condition, and, in the latter case, once that has been done successfully, subsequent

* The early missionaries regarded this as a placing of dependence on the devil. Lalemant in 1645 wrote, "Not that, after examining their superstitions more closely, we find that the devil interferes and gives them any help beyond the operation of nature; but nevertheless they have recourse to him; they believe that he speaks to them in dreams; they invoke his aid; they make presents and sacrifices to him; sometimes to appease him, and sometimes to render him favorable to them they attribute to him their health, their cures, and all the happiness of their lives." Lalemant had begun to disbelieve in the devil's direct collusion with the savages, as many of the other missionaries then believed, and continued to believe. Elsewhere he says, "The greatest opposition that we meet in these countries to the spirit of the Faith consists in the fact that their remedies for diseases, their greatest amusements when in good health, their fishing, their hunting and their trading; the success of their crops, of their wars and of their councils—almost all abound in diabolical ceremonies."

Relation of 1645-46. Cleveland edition, vol 28, p. 53.

Father Paul Ragueneau, however, did not accept this view at all. In his *Relation*, (1647-48) he wrote, "I do not think that the devil speaks to them or has any intercourse with them in that way" [by dreams], and this conclusion he says he arrived at "after having carefully looked into the whole matter." Cleveland ed. vol. 33, p. 197.

attempts become comparatively easy.* On such occasions new revelations are vouchsafed, and should these prove neither too wild nor impossible on the one hand, or meet with a reasonable amount of corroboration in the course of events on the other, the prophet may pass away "in the odor of [Indian] sanctity."

SKA-NE-O-DY'-O AND IROQUOIS PAGANISM.

Even as among ourselves, the aboriginal adventurer has sometimes proved himself a real reformer, and, thus far, a true prophet. In this class we must reckon Ska-ne-o-dy'-o, or Ska-ne-o-di-re'-o† (Beautiful Lake) who professed to receive his message in the year 1790.‡ Almost since boyhood§ he had lived a dissolute life, and at the time he received his revelation he had been suffering a four years' illness. According to Morgan,|| Ska-ne-o-dy'-o said, "I began to have an inward conviction that my end was near. I resolved once more to exchange friendly words with my people, and I sent my daughter to summon my brothers Gy-ant'-wä-ka, or Cornplanter; and Ta-wan'-ne-ars,¶ or

* The practice of bringing on swoons or fits by religious exercises, in reality or pretence, is one belonging originally to savagery, whence it has been continued into higher grades of civilization. Tylor, *Primitive Culture*, vol. II., p. 579.

† This is the Mohawk form of the word, a name formerly applied to Lake Ontario, The termination, io, now meaning *beautiful* as in Ohio and Ontario, Hale and Cuoq, say, meant *great* or *principal* formerly, as in Onontio, Great Mountain, and Hawenio or Rawennio, the Great Master. Ska-ne-o-dy'-o, is the Onondaga form, here used because the prophet was of the Onondaga nation.

The name is still used as the title of an Onondaga chief.

‡ Although in any case the date is recent, still there is a difference of opinion to the extent of ten years, some authorities claiming that Ska-ne-o-dy'-o got his revelation in 1800.

For many of the statements that follow connected with Ska-ne-o-dy'-o and his teachings, I am indebted to Morgan's "League of the Iroquois," and to a paper by the Rev. Dr. W. M. Beauchamp, "The New Religion of the Iroquois" in the *Journal of American Folk Lore* for July-September, 1897, pp. 168-180. I have to thank this gentleman also for some information on the same subject communicated by letter Further particulars were gleaned on the Grand River Reserve from conversations with the best informed chiefs and others.

§ He is said to have been born in Ganawaugus, New York State, about 1735.

|| "League of the Iroquois, p. 234, and following pages.

¶ Ska-ne-o-dy'-o, on the Grand River Reserve, insisted that this name should be Ta-wan-nyas, or To-wan-ñas, but it may be noted that in the various dialects of the Iroquois, names as well as other words take more or less different forms.

On the same authority, Gy-ant-wa-ka was only half brother to the prophet, and Ta-wan-ñas was his nephew. This statement merely serves to show how much the new is driving out the old from the minds of the Indians, for according to the scale of Huron-Iroquois relationship, not only is a father's brother a father, and a mother's sister a mother, but a father's brother's son, and a mother's sister's son are called brothers, not nephews. See tables of relationship by L. H. Morgan and Sir John Lubbock, the latter facing p. 161, in *Origin of Civilization and Primitive Condition of Man*, Appleton, New York, 1882.

Black Snake. . . . A man spoke from without and asked that someone might come forth. I arose, and as I attempted to step over the threshold of my door I stumbled, and would have fallen had they not caught me. They were three holy men, who looked alike and were dressed alike.* The paint they wore (*sic*) seemed but one day old. Each held in his hand a shrub bearing different kinds of fruits. One of them addressing me, said: 'We have come to comfort you. Take of these berries and eat; they will restore you to health."'

This is the story as told by So-sé-ha-wa Ska-ne-o-dy'-o's grandson at a religious council forty-eight years after the event, and we all know how much allowance is to be made in the case of merely verbal narratives, even at second or third hand.

Another story is that near the end of his four years' sickness, on going out-of-doors in obedience to someone's call, "he was so much astonished at seeing a man and woman whom he had never seen before, that he dropped dead on the spot," and still another is that of Clark, quoted by the Rev. Dr. Beauchamp, thus:—"About the year 1790, while lighting his pipe, he suddenly sank back upon his couch, upon which he was then sitting, and continued in a state of insensibility for six or eight hours."

As a matter of study in the veracities respecting so comparatively recent an event, these accounts are valuable.

In the concluding part of the story there is more agreement, but still some clashing.

When his daughter returned with Cornplanter and Rattlesnake (having travelled all night) the former at first declared Ska-ne-o-dy'-o dead, but Blacksnake having felt the body very carefully, thought not, and Cornplanter himself becoming doubtful, refused to sanction burial, although many people had come together for this ceremony. After three days he became conscious, or, as the Indians put it, "the spirit returned to the body, and Ska-ne-o-dy'-o opened his eyes."

The story of So-sé-a-wa is, that his grandfather lay seemingly dead for only half-a-day, and "When the sun was half-way to noon he opened his eyes."

*In Dr. Beauchamp's quotation of Beautiful Lake's remarks in the *American Journal of Folk Lore*, this sentence is followed by, "There was another whom I would see later." This does not occur in the copy of Morgan's *League of the Iroquois*, to which I have access, but the substance of it appears farther on, p. 236. As it stands here it may be an interpolation of some recent preacher; at any rate, the form of expression was not in use in the days of So-sé-a-wa (Ska-ne-o-dy'-o's grandson,) who tells the story. To see one "later" is only a few years old. An Indian told Dr. Beauchamp that the fourth person undoubtedly was Christ.

However this may have been, we are more concerned to know what Ska-ne-o-dy'-o saw and heard during his vision. The three persons or angels, were young-looking, finely dressed in Indian costume, and carrying bows and arrows. One of them held a huckleberry branch full of berries (some say each had a branch bearing a different kind of fruit) and these he ate at the request of the "three persons," who forthwith proceeded to deliver to him a message from the Creator or the Great Spirit. They informed him that the Great Spirit made man and intended men and women to marry and have families; that they should be very kind to their children, teaching them to be respectful and respectable, and to take care of their aged parents; that children are not to be despised on account of deformity or any kind of ugliness: they are not be provoked; not even to be whipped; and married persons having no children of their own, should adopt orphans or homeless children.*

Husband and wife should not separate, if possible, but if they could not live together peaceably they might separate.

"The angels," so the story goes on, "said to me 'Tell the people on the earth that the husband and wife must love one another, and continue to live and love thus until death separates them, except when such marriages are unfruitful. Then separation may be right, and each one may marry again.† It is pleasant to the Great Spirit when a mother has ten children born to her; so much so, that all her sins will be forgiven, and after this life she shall enter into the presence of Ha-wa-né-yu.'"‡ This is the teaching observed on the Onondaga Reserve in New York, but on our Grand River Reserve, I was informed by the present Ska-ne-o-dy'-o (John Gibson) and Dah-ha-wen-nond-yeh (Words come flying), that the Great Spirit prefers families of twelve.

The Great Spirit is strongly opposed to miscegenation, and accordingly has advised that no Indian should marry a white person or a negro.

The rites of hospitality are inculcated through this revelation. No one in want is to be turned away from the door. A white person

* Although Pagan Indians seldom punish their children, considerable care is taken to make the latter "keep their place." Until six or seven years of age they are not allowed to occupy seats at table—they must stand; and no child will keep a seat at any time should an old person enter the house and all the seats be in use.

† In direct opposition to this is another statement, viz., that the angels told Beautiful Lake, "If a man and wife have no children, they ought not to dispute with one another, or leave one another, but should remain man and wife as long as they live."

‡ A form of Rawen Niyoh, the Creator.

is to be treated just as well as an Indian, even to sharing the last bite with him.*

The white man's medicine should not be used on any account. The Great Spirit intended that the Indian should employ medicines taken from plants only: and He will always see that certain persons, both men and women, shall know how to prepare them. Neither should any Indian communicate this knowledge to a white man unless he "belong" to the Indians. So-sé-ha-wa taught—"Our Creator made tobacco for us. This must be used in administering medicine. When a sick person recovers, he must return his thanks to the Great Spirit by means of tobacco, for it is by His goodness he is made well." The medicine-man should make no charge, but ought to accept what the patient can afford to give him—if poor, he need not pay anything at all. When there is no Indian at hand who knows of a proper remedy, then a white doctor's services may be employed.

In matters of religion, according to the preacher Hoh-shah-honh. "The angels also said, 'You shall worship the Great Spirit by dancing the turtle-dance at the new moon when the strawberry ripens. At the new moon of the green corn you shall give a thanksgiving dance. In the mid-winter, at the new moon you shall give another thanksgiving dance—it shall be the New Year's dance, but you must not burn the white dog as you have been doing. You shall have a thanksgiving dance at the new moon at the time of the making of sugar. You shall dance at the new moon of planting time, and pray for a good harvest. You shall dance at the new moon of the harvest time and give thanks for what the Great Spirit has given you. You shall make your prayers and dance in the forenoon, for at mid-day the Great Spirit goes to rest and will not hear your worship.'" Hoh-sha-honh said also, "Our religion teaches that the early day is dedicated to the Great Spirit, and the late day is granted to the spirits of the dead."

On the Grand River Reserve the preachers observe this forenoon's injunction. During the preparatory days of a feast they always deliver their addresses before mid-day, but the people themselves when performing their share of the ceremonies pay little attention to this direction, as we shall see farther on.

The successors of Ska-ne-o dy'-o in the priestly or preacher's office denounce the use of the fiddle at dance-feasts, only drums and rattles are used, the sounds from which can scarcely be called music, although by means of these time is beaten to give rhythm to the dance. Only

* A surly old Indian once refused a night's lodging to a poor white boy, and next day the house was struck by lightning and the Indian was killed!

in a few dances is it allowable to use a wooden fife or flute, having six finger holes, and which is blown by means of a small round hole in the end.

It is mentioned by Dr. Beauchamp that "cornets and organs have come in" at Onondaga, but our Canadian Iroquois adhere closely to the old instruments alone. It is not clear that Beautiful Lake himself ever forbade the use of the fiddle, or of cards, which are also *tabu*, but both Hoh-shah-honh and So-se'-ha-wa declare that the "Four Persons" told Ska-ne-o-dy'-o it would be a sin for Indians to employ the one for music, or the other as a game. "Card-playing is wicked," said Hoh-shah-honh, "your people must not play cards. Violin-playing is wicked. The Great Spirit has not given your people the fiddle. The white men brought cards across the great salt lake, but you must not take them in your hands. They are from the Evil Spirit. They also brought the fiddle across the great lake for you to play. That you must not touch." But Ska-ne-o-dy'-o himself was very explicit in his remarks on drunkenness, and he spoke feelingly. He declared that rum was a white man's drink, although it does not do even him any good, and that it is ten times worse for an Indian. He said, "If you are driving a horse, the smell of rum will make him run away—if you try to catch fish, the fish will hide—if you go after deer, the deer will smell you a mile off—if you try to dance, or to run, or to sit still, you will have no sense—your dog will not like you, your things will not grow."

The inhibitions respecting the use of fiddle, cards, and alcoholic drinks, whether having in each case come directly from Ska-ne-o-dy'-o or but secondarily from the preachers as a result of his teaching, show a full knowledge of Indian character and a desire to guard the Indian against white contamination. Gambling on general principles is not only not prohibited—it is encouraged.

In this connection should be mentioned also the strict injunction of Ska-ne-o-dy'-o against the sale of land to the whites. In his day alienation of lands had worked much mischief among his own people and he was corresponding strong in denunciation of the usage.

The prophet said very little about religious observances, except that the people on arising and retiring should offer short prayers, but Hoh-shah-honh has amplified these directions by insisting on a prayer at each of their three daily meals.

In addition to these precepts the moral code of the Indians in question follows our own so closely as to make one sometimes doubt

the propriety of applying the term *Pagan* to them, although this name does not necessarily imply anything disreputable. In conduct and habits, as members of the community they are quite equal to Christians, but notwithstanding the amount of quiet, undemonstrative toleration they exhibit towards others, they allow only a scant measure of mercy to the white man, who, according to their teaching, cannot go to the Indian heaven, and they do not appear to recognize the existence of any other. A single and provokingly limited exception was made in the case of General George Washington, who, on account of repeated kindness to the Indians, has been permitted to get half way, but here he must forever remain. Although lonely, he is contented, and is always pleased to give a kindly look to those who pass him on their way higher! Dr. Beauchamp was told that Washington had been allowed to reach the gate of heaven, and that he stood there with his pet dog The same writer adds, "All agree that he was permitted to leave the earth because of his kindness to the Indians after the Revolution. They say that their allies left them to their fate, and said he might exterminate them if he wished. He answered that the Great Spirit made them as well as him, and this would be a sin. So he let them go to their homes and live. For this good deed he comes as near Heaven as a pale face can. They could not have put a high estimation on William Penn and others. Mercy was more to them than mere justice. This is what Beautiful Lake saw, and what the angels told him. 'He looked and saw an enclosure upon a plain, just without the entrance of Heaven. Within it was a fort. Here he saw the Destroyer of Villages [Washington], walking to and fro within the enclosure. His countenance indicated a great and good man. They said to Beautiful Lake, The man you see is the only pale-face who ever left the earth. He was kind to you, and extended over you his protection. But he is never permitted to go into the presence of the Great Spirit. Although alone, he is perfectly happy. All faithful Indians pass him as they go to Heaven. They see him and recognize him, but pass on in silence. No word ever passes his lips.'"

One might reasonably have supposed that if any white man had a claim to associate with his red brothers in their Kalevala, or Home of Heroes, that that man was Sir William Johnson, of whom it has been asserted that he was 'just and honorable' in all his dealings with the Indians; that 'he treated them affably and with dignity;' that 'he won their confidence and respect,' 'sometimes assumed their dress,' and was

PLATE IX.

Miss Lizzie Davis (daughter of chief Shorenhowane—Isaac Davis, a Mohawk) in North-West Indian costume, from a photograph presented by Mrs. Brant-Sero.

PLATE X.

The late chief (Sa-ka-wen-kwa-rah-ton) Vanishing Smoke—John Smoke Johnson (Mohawk). He was the last Indian who was personally acquainted with Joseph Brant. He laid the corner stone of the Brant Monument in Brantford, in 1886, and died three weeks afterwards, aged nearly 94.

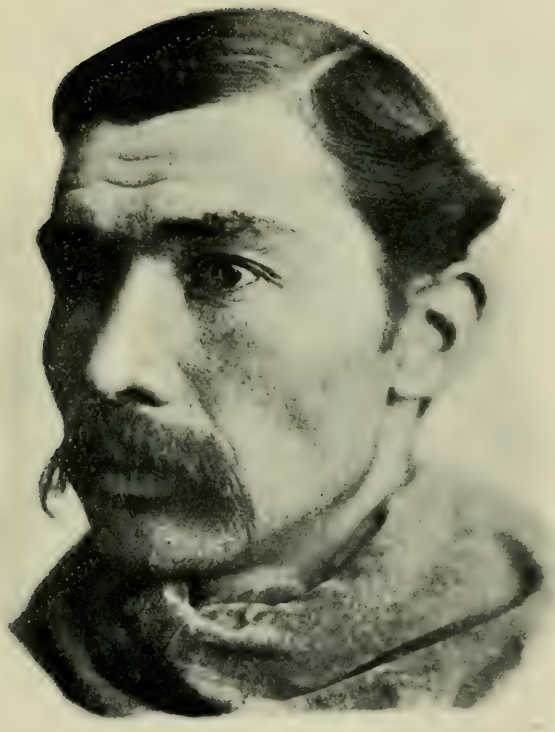

PLATE XI.

Junior Chief Deh-ka-nen-ra-neh—Two rows of People—A. G. Smith (Mohawk). Recently Speaker of the Six Nations' Council. Deh-ka-nen-ra-neh has also acted as Interpreter for the Council, and served several years as clerk in the Indian Agent's Office, Brantford.

PLATE XII.

Chief Isaac Doxtater, senior, Mohawk. Subordinate, assistant or minor chief to Hiawatha.

PLATE XIII.

Sa-ke-jo-wa—David Vanevery (Seneca).

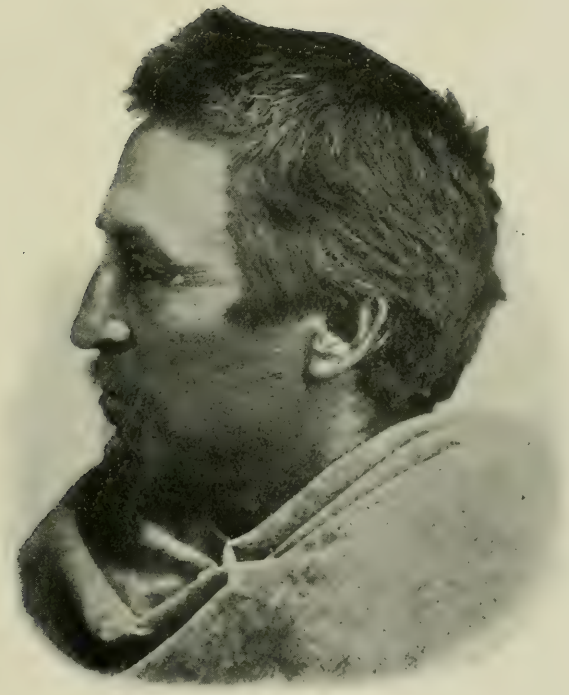

PLATE XIV.

John Carpenter (Mohawk).

PLATE XV.

Hy-joong-kwas (He tears Everything) Abraham Buck, (Onondaga). He is chief of the False Face Society and Chief Medicine Man of the Longhouse people, or Pagans. Hy-joong-kwas is a brother of the late Skanawti, John Buck, Onondaga Fire-Keeper, and of Mrs. Reuben, whose portrait appears elsewhere, Their mother was a Tutelo.
Hy-joong-kwas is a very dignified and amiable old gentleman.

PLATE XVI.

Mrs. Reuben, a Tutelo on her mother's side. Sister of Hy-joong-kwas, and aunt of Mrs. Davis, who is represented in the corn-pounding illustration. She is 84 years of age.

elected a sachem * by the Mohawks. Governor Clinton made him Indian Commissioner, he was subsequently appointed Superintendent of Indian Affairs, and 'even after the surrender of Canada to Great Britain, he retained his influence over the Indians.' Surely such a one was well qualified to take a place at least outside of the gate, and even a little nearer to it than George Washington, but for some reason peculiar to Indian notions of propriety, Sir William has been wholly overlooked.

One explanation offered is that as he had been dead for twenty-six years before Ska-ne-o-dy'-o received his 'revelation,' the 'Four Angels' forgot all about him. Another is that in all probability Sir William had found cause to reprimand, or otherwise offend the future prophet during some of the time when the latter was not on his good behavior. A third is that the 'revelation' came in 1790, and as Washington did not die until 1799, it was utterly impossible that Beautiful Lake could have mentioned the General in any such connection then, and that for this reason the statement must be regarded as a future 'revelation' vouchsafed to the prophet or to one of his successors while the death of the great man was yet of recent occurrence, and a very general subject of conversation.

In accordance with the instructions of Hoh-shah-honh, the disciples of Ska-ne-o dy'-o are provided with ample opportunities for social gatherings of a public kind, for he instructed them to "forget not the assembling of themselves together" on stated festival occasions, mainly as religious duty, but, no doubt, in large measure for purposes of good fellowship.

Beginning with the mid-winter or New Year Festival, lasting ten days, they are commanded to hold another at the new moon of maple-sugar-making-time, one at the new moon of seeding-time, one at the new moon when the strawberries ripen, one when the green corn becomes fit to eat, and, last of all, one at the new moon of harvest-time. But in addition to these authoritative or incumbent festivities, public dances may be arranged for in connection with any important event, to exemplify which it may be stated that at the Seneca Long-house a public dance (and feast of course) was appointed to signalize

* An erroneous belief exists respecting white chiefship among the Indians, When a white man is, for any reason, adopted by the Indians, it does not follow that he is made a chief. Indeed, it is beyond the power of the Indians to "make a chief" in this way. The ceremony of adoption really implies little more than the bestowal of a name, although in former times it meant all that was involved in kinship. See *Chiefship*, following.

the return of Ka-nis-han-don from Toronto after he had spent some time here supplying the words of speeches and the music of songs for use in this report; for he came with the consent and approval of the Seneca Longhouse as the best man that could be chosen for such a purpose.

MID-WINTER FESTIVAL.

On the first day after the new moon in the Indian month corresponding to the end of January and the beginning of February, the Mid-Winter Festival begins.

Runners are sent out to summon the people to the Longhouse, where what may be called a service is conducted by one or more men of advanced years, who are known as "preachers." At the meetings which are held every forenoon for three or four days, the preachers address the people in set speeches with reference to the goodness of the Master of Life or the Great Spirit, and with exhortations respecting the behavior of those present. This year (1898) the preacher at the Seneca Longhouse was the venerable John Styres, and his assistants were the equally venerable and even more dignified-looking Abraham Buck, and the Head Man of the ceremonies for the year, William Williams (Ka-nis-han-don). A portion of each forenoon is occupied by the people in making short speeches in which they offer general confessions of shortcomings.

The last two nights are known as "Ashes," but no reason is given for this beyond the statement that it is by direction of the Four Persons or Angels, to whom particular reference has been made in the remarks respecting Ska-ne-o-dy'-o.

During the five following afternoons and nights the proceedings are of a totally different character, being directed wholly by the Head Man, or Master of Ceremonies, and consisting mainly of addresses by himself and others, interspersed with song, dance, dream interpretation, spraying and anointing of heads, scattering ashes, feasting and burning the white dog.

As special reference will be made to these as they are mentioned in the subjoined account, or in separate sections thereafter, nothing more need be said regarding them at this point, where it may also be well to impress upon the reader that the proceedings were conducted throughout with the utmost gravity, unless a slight exception be made to the occasional breaking out of a smile on some faces during a few of the most vigorous dances, or among those who were engaged in the interpretation of dreams. Solemnity, sincerity, unanimity and good

humor prevailed, and, as a somewhat inquisitive guest, I received unqualified Indian courtesy, perhaps to some extent on account of being an adopted Mohawk.

Ceremonies preceding the burning of the white dog.

The proceedings of what may be called the irregular drama, performed on several nights, are so much alike that a description of what took place on one occasion will answer for all. For this purpose, therefore, those of the Sunday night and Monday morning, preceding the Burning of the White Dog may be taken.

According to the announcement made at the close of the meeting on the previous night, or, rather early morning, the Sunday night services were to begin at 8 o'clock, but punctuality is not characteristic of the

A Dance at the Longhouse.

Indian, and I was assured that nothing would be done before half-past eight at any rate. As Ka-nis-han-don, (Slope on the Side of a Valley) the Master of Ceremonies, resided in the house of Dah-ka-he-dond-yeh, who kindly accepted me as a guest, I arranged to go with him to the Seneca Longhouse, being thus assured that nothing could be done before our arrival. We reached the place about a quarter to nine o'clock to find only some six or seven women seated at the Four Brothers' end. Some of these were smoking clay pipes, and all of them seemed to be comfortable, yet uttering not a syllable to one another!

Their dresses were mostly of plain stuff—woollen, or cotton print, but in every case the head and most of the body were closely covered

with a bright tartan shawl. As the number increased, a few appeared wearing highly colored dresses—green, yellow, and red—and one or two wore plain red shawls, but tartans of large check and of bright colors predominated—Rob Roy, Royal Stewart, and Gordon were represented, but many were of fancy patterns. Girls of all ages, from babyhood up, were similarly provided, with few exceptions. One had a 'store' hat with ribbons and feathers, and two or three wore red kerchiefs, which they removed from time to time as they engaged in the dances.

Ka-nis-han-don.

The men as a rule, did not appear in anything superior to their everyday clothing. Even some of the chiefs and warriors who took

active parts in the ceremonies were conspicuous proof that in their case the tailor did *not* make the man.

At half past nine o'clock, the Longhouse being well-filled, Kanis-han-don, from his place on the north side, and the Two Brothers' end rose, with head uncovered, and facing the west or Four Brothers' end, addressed those present for fifteen minutes. Nearly two-thirds of this time he spoke in a somewhat high tone—a sort of pulpit voice —this was followed by a rather monotonous delivery of what sounded like a dull chant, and he concluded his remarks with a sentence or two in his natural tones. (See Brant-Sero's version of the original, and his English reading of it, following).

Chief Johnson Williams, from the opposite side, spoke for five minutes, after which, and till four o'clock the next morning without intermission, the proceedings consisted mainly of music, song, dance and speech.

Prolix as it may appear to mention even briefly, the frequent repetitions that occurred during the six hours' performance, there is perhaps no other way by means of which the reader may so well form anything like an intelligent idea of this pagan ceremony. I copy, therefore, from notes made at the time, just as the sounds and movements occurred.

Rattles - Song—Big Feather Dance * (Ostohraogwah). Men and women join in the dance: the men behind each other, and the women arranged similarly. One women ninety years of age takes her place with the younger ones.

*I have tried in vain to find something relating to the origin of the Feather Dance, which I am convinced is of ancient date. As it is at present conducted, there is nothing to connect it with its name, but there must have been at one time. It is said to have originated when Hiawatha formed the Great League, but references to this mythical personage and his time are not uncommon in the face of such difficulties.

Among primitive folk, dancing is largely a substitute for prayer, or, as Heine says somewhere, 'dancing is praying with the feet.' Ceremonies for the cure of sickness, in declaration of war, in ratification of peace, and on important occasions of every kind are marked by numerous dances.

Those connected with their New Year ceremonies most assuredly possess a religious significance.

One Sunday, while I was on the Reserve, a dance was given and a game of lacrosse played for the recovery of a young man of the Upper Cayugas, who was ill with lung trouble.

An incident of this kind serves to bring out how tenaciously some of these people cling to their ancient faith and customs.

Some of our own ancestors indulged in solemn dances until a comparatively recent date.

Prof. Gummere points out (*Introduction to old English Ballads*, p. lxxviii) that "dance and song were common at mediæval funerals, and a pretty little song known as *Dans der Maechdekens*, known as late as 1840 and sung on the occasion of a young girl's funeral, by the maidens of her parish, seems to be a distinct survival of the earliest choral dances at a funeral,—those pagan affairs against which the church made war."

Dance ends. Men take off their hats. All but two of the women and seven of the men remain on the floor.

Another dance.

Small drum is now added to the rattles for musical purposes.

Three boys from 4 to 6 years of age join in the second dance.

Long pause.

Ka-nis-han-don speaks.

One man is sprayed by several men. (See remarks on spraying, elsewhere).

Meanwhile, drum, rattle and song go on—Song:—"Hoh-huh'-hi, hoh-huh'-hi, hoh-huh'-hi," thirty times. *

Each "Hoh-huh'-hi" to beats of the drum and rattle.

Closing syllable of song "Yoh" in a loud tone.

Pause.

Rattle at first slowly—as it becomes faster the drum is beaten.

Bear Dance. Men and women.

Head man speaks.

Buffalo-horn Dance. Men and women. Dancers sometimes facing outwards, stooping slightly.

Johnson Williams speaks.

Drum and rattle.

Another spraying while a women's dance is going on.

David Sky sings.

Women sing also as they move around the song bench. Their song like a wail (in minor key).

Head man speaks.

Spraying—men and women sprayed by men and women—indiscriminately, apparently.

Johnson Williams speaks.

Head man speaks.

Women's and Girls' Dance. Five rattles and drum.

Head man speaks (he announces another bear dance).

Singing led by Peter Williams.

Bear Dance concluded with a whoop.

Head man speaks.

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*Describing a sacred pipe song at the Kansa worship of the Thunder Being, Mr. Dorsay says of the last line :—

"Yu ! yu ! yu ! Hü-hü ! Hü-hü !" which is the chorus sung by all the large and small Hanya men, "This last line is an invocation of the Thunder Being." *Bur.* of *Ethn. Reps.* p. *385, 1889-90.*

It is probable that the similarity of this chorus to that of the Iroquois is purely co-incidental, but it is none the less striking on this account.

While he is speaking two masked dancers in costume run through the Longhouse entering at the east and going out by the west.

Head man sings.

Isaac Williams sings.

Chief George Key speaks.

Drum and rattles for Women's Dance.

Head man speaks.

Another Bear Dance during which the singing is led by Wallace Crow.

David Key speaks.

Seven boys in husk masks (made up of corn-husks) enter.

Head man speaks, and while he does so the dancers are performing antics among those on the floor—shaking rattles and making subdued sounds with their mouths. [This was explained as being for the purpose of making room for themselves].

When the Head man ceases to speak the masked boys give the Husking Dance.

False Face Dance—followed by Bear Dance, and speeches by the Head man and David Key.

Wm. Echo leads the singing.

Others repeat "Heh-heh-heh-heh-heh," and the song is closed by a very loud "Wah-h-h-h-h-h!"

John Styres (the preacher) addresses the people, and is understood to say he is not quite sure about the propriety of a 'chiel being amang them takin' notes,' but he said it in Seneca. It is explained that the 'chiel' is an Indian by adoption, and this is satisfactory.

Head man speaks a short time in a low and impressive tone, then sings the song of the Burned White Dog. At intervals others join with a "Wah-h-h-h!"

Short speeches by George Silversmith, William Williams, John Styres and Johnson Williams.

Chauncey Peter sings the Bear Dance Song.

Drum and rattle.

Several persons of both sexes, young and old, seat themselves on the song-bench to be sprayed, while forty-two men, twelve boys and twenty-five women circle about the bench in the Bear Dance. One women is sprayed five times, by two men, two women and one boy.

David Key speaks.

Drum and Rattle.

Women's Dance, engaged in by twenty-one women, all apparently, wives.

Johnson Williams and the head man speak.

Drum, rattles and song—introducing the False Face Dance.

John Silversmith sings with an accompaniment of six rattles and the drum ; during this time the women have another dance, occasionally turning a little from side to side, and moving the hands alternately up and down in front of their breasts.

A husky-masked dancer passes erratically through the Longhouse from east to west.

Chief George Key speaks.

Drum, and rattle introduce the Fish Dance in which a hundred and four join. At intervals men (in pairs) face each other, and women (in pairs) face each other. Then, following in single file, dance with a quick step round the room, requiring all the available floor space.

Louis Dixon speaks.

Drum and rattle—very quick beat—for Husking Dance, in which eighteen husk-masked dancers take part in fast time.

The Head man speaks.

Wallace Crow sings.

Drum and rattles beat for another Bear Dance, during which a man and woman are sprayed.

Johnson Williams speaks and announces the Wild Pigeon Dance (O-ri-deh).

In this dance the performers do not follow each other in single file round the song-bench, but march trippingly three and four deep—probably in allusion to the flight of pigeons in immense numbers.*

This dance concludes with a united "Heh-h-h-h-h-h!"

Five rattles and the drum introduce another Women's Dance, in which a "new song" is sung. In this dance all the women for the first time appear bareheaded.

Head man speaks.

Ka-zeesh-sah (Corn-husk False Face Dance).

Seven dancers in fantastic costume, with masked faces and feather head-dresses perform wildly for a few minutes. Part of the time they are on their hands and knees rushing about among one another. A whoop is the signal to stop, and they seat themselves on the song-bench, which has been removed to the north side of the house to allow room for this dance.

* Even within the memory of man flocks of these birds have been known to darken the sky, and when alighting in the woods their weight has broken the branches of the trees.

La Hontan states (*Nouveaux Voyages, 1705*) that their numbers were so immense, and the damage they did to the crops so great, near the close of the seventeenth century, that the Bishop of Montreal was obliged to exorcise them !

Chief George Key speaks, and then is made what is called "the first offering," of food or tobacco.

This is followed by a scream, and next comes another dance by the maskers. The "second offering" is made, another scream or whoop is given—the dancers sit with heads bowed for a little, then engage in a third scrambling on the floor, when, on taking their seats the "third offering" is made. In connection with each offering, a different chief made a short speech.†

A tap produced perfect silence, when Ka-nis-han-don spoke apparently by rote (as no doubt all the speaking was), while the dancers sat with their heads bowed.

Conclusion signalized by a whoop.

Rattles, drum and song.

Another dance followed by a whoop.

Head man speaks, announcing War Dance, which as in other cases is introduced with music of drum and rattles. Only men take part. Dance a vigorous one. Ends with a grand whoop.

War Dance repeated.

Head man speaks.

A number of men appear in fancy dresses, ornamented with bead-work, bangles, spangles and feathers. Wild whoop at the conclusion of Ka-nis-han-don's speech.

Another War Dance.

David Key speaks, and is answered by three whoops.

Another War Dance, at the close of which three whoops are given.

Again they dance the War Dance.

Head man and George Key speak.

Rattles (turtle-shell this time) and drum. Dance in very quick time, and kept up with great vigor. A brief pause follows this dance.

Turtle-shell rattles (no drum), several whoops—another extremely vigorous dance follows, all the men shouting "Hoh-ho-ho-ho-ho-hoh."

David Key speaks.

Rattle, drum and dance—men in costume, women join them. "Hoh-ho-ho-ho-hoh!" Lively dance. Whoops. More "Hoh-ho-ho-hoh's!" Slow walk round the song-bench.

Rattles, drum, song, whoops. Rapid dance—"Hoh-ho-ho-ho-hoh!" Pause—march round—rattles, drum, song.

Rapid and noisy dance to "Hoh-ho-hoh!" many times.

† The offerings, it is probable, refer to a time when there was a strictly secret society of False Faces, the members of which, to avoid recognition, thus accepted their portions of the feast, that they might retire to some secluded place to eat. See Morgan's remarks on the False Faces, elsewhere.

Pause—march round—rattles, whoops. "Hoh-ho-ho-ho-hoh!" many times.

Similar rounds were repeated nine times. By the time the end of the tenth round was reached, the excitement was high, and the dancers perspired freely. There were several old men who took part in this dance and went through the whole of it. There were also seven boys. During the last few rounds the drummer and rattlers were beating with the greatest possible speed.

Pause.

Delaware Corn Dance, engaged in by both sexes, young and old.

The trip in this dance was short and about as quick as the ticking of a watch. All say "Yoh-yoh!" All the men had their hats off. The dance came to an end by some one vociferating "Heh!"

Chief George Key, David Key, Chas. Silversmith, and the Head man speak.

Grandfathers' or False Face Dance (in masks).

Rattle, drum and song.

Dance by men and women, all the men saying, "Heh-heh-heh-heh!" Keeping time to a fast trip-trip step.

After a pause this is repeated

Head man speaks.

Another False Face Dance.

After a short pause the drum and rattles again go, and once more there is the Pigeon Dance (O-ri-deh).

In this dance four small husk maskers take part, the women singing to the beat of drum—no rattles. When the women stop singing the men begin.

Preacher John Styres speaks.

Music—Skin dance. Very lively—many join. Conclusion—"Wah-h-h-h-h-h-h!"

As this dance ended seven bedizzened men wearing grotesquely hideous masks enter by the Two Brothers' door in a very disorderly manner and producing a variety of guttural and other sounds. After pawing about along the floor and in the air with apparent aimlessness for a few seconds they make a rush for the stove, the damper of which they remove, open the door, and pull out the hot coals and ashes on the floor, take up some in their hands, and placing their hands, palms upwards, before the mouths of their masks, blow the ashes on the heads of several men and women who have taken their places awaiting this result. Besides this blowing of the ashes, some

of the maskers simply transferred the ashes from their hands to the heads in question and "rubbed them in," blowing at the same time.*

After this, some of the chiefs made short addresses in the course of, and at the conclusion of which, the maskers responded with a quivering and decidedly derisive "Ho-o-o-o-o-o, ho-o-o-o-o, ho-o-o-o-o!" uttered with great rapidity.

With this ceremony the proceedings closed at 4 o'clock on Monday morning.

In the preceding tedious and, withal, imperfect account of one night's doings, the only object is to record a programme, without any reference to what may be called the *philosophy* of the proceedings.

BURNING OF THE WHITE DOG.

The ceremonies connected with the Burning of the White Dog, which were announced to begin at sunrise on Monday morning, Jan. 31st, were delayed until after noon. Some difficulty had been experienced in procuring a suitable animal, for, as an Indian stated to me, "It must not be a Newfoundland dog, nor a collie dog, nor a bull dog, only just a nice little Indian dog, all white, you see."†

Perhaps the delay was on account of the dog not having been delivered by the owner before ten o'clock, but the fact that this was

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* Among our Hurons also this handling of live coals formed no unimportant part in certain ceremonies, as the following quotation will show :—

"He (Chihwatenhwa) had been for twenty years steeped in the practice of the Aoutaenhrohi, or festival and dance of fire, the most diabolical, and at the same time the most general remedy for maladies that there is in this (Huron) country. . . . He related to us . . . that when he saw, he had not, like the others, hands and mouth that were fire proof, he made only a pretence of [touching what was too hot] and played his part to the best of his ability.

At the end of some time he had a dream in which he saw himself at one of these dances or festivals, and handling fire like the others, and he heard . . . a song which he was astonished to know perfectly on waking. At the first feast of this kind . . . he began to sing his song . . . and felt himself becoming frenzied—he took the burning embers and the hot stones with his hands and teeth from the midst of the live co ls, he plunged his forearm to the bottom of the boiling kettles and all without any injury or pain, in a word, he was master of his trade, and since then he has been present at three or four dances of this kind in one day, for the healing of the sick."—*Jesuit Relation, 1640-41*, Cleveland edition, vol. 21, pp. 151 and 153.

Lord Lindsay testified that under hypnotic suggestion he had "handled and seen others handle, red-hot coals with impunity. *Apparitions and Thought Transference*, by F. Podmore. Contemporary Science Series, p. 377.

†In illustration of the good fellowship that exists among these people, it may be mentioned that the pagans on this occasion were indebted to the services of a Christian Indian, who, not only at some trouble procured a suitable animal and paid for it, but provided also the beef required for the closing feast, making himself responsible for the payment. In both cases this was made good to him by the pagans.

not carefully guarded against, shows how much laxity has been allowed to creep in.*

The dog having been taken to the house of David Key, some three or four hundred yards from the Longhouse, was there strangled by George Silversmith, and decked with ribbons and painted by Peter Williams.

Meanwhile the fire was prepared by We-ho-goh-yeh or Loud Voice (John Buck) a younger son of the late highly respected Ska-naw'-a-ti, the old Onondaga Fire keeper. I am unable to say whether the choice of young John for this duty had any connection with the office formerly help by his father.† John Sugar assisted him.

After the dog was strangled, fully an hour and a half elapsed before it was sufficiently cold to be removed, meanwhile, however the decoration was going on.

In the Longhouse, which was not at all crowded, Chief Johnson Williams appeared in due time (or rather in over-due time) carrying suspended from his left shoulder, the object of sacrifice, plentifully marked with red spots about the size of a half-dollar. Round its neck body, tail and legs were tied silk ribbons, red, blue, green and white Its feet were also connected by ribbons to the neck and hips in such a way that the legs remained at right angles to the body as if standing. Another ribbon extending loosely from the fore to the hind feet served as a strap for carrying purposes, the dog hanging body downwards and head forwards. In addition to these ribbons a feather decoration was fitted to the head so as to form a small crest pointing backwards and round the neck was a small string of wampum.‡

The bearer placed the dog on its right side on the song-bench in in the middle of the building, head towards the Four Brothers' end, and near to its tail he set a small old chip-basket containing from half a pound to a pound of home-grown tobacco. Having made an address lasting only a few minutes, most of the men went outside, but the women kept their seats. Standing at the south-east corner of the Longhouse several of the men gave a prolonged whoop which was followed by the firing of two or three rifles simultaneously, the rifles

*In former times, on the New York Reserve, it was customary to strangle the dog, (sometimes two of them) on the first day of the New Year ceremonies, after which it was suspended fifteen or twenty feet from the ground until the fifth day when it was taken down and burned. The Cayugas on the Grand River Reserve kill the dog the first day and hang it against the building by its hind legs until the time for burning, five days afterwards.

†Since this was written I have made inquiry and am informed by Ka-nis-han-don that young John Buck was chosen on this account.

‡ To show that it is an accredited messenger to Ta-ron-ya-wâ-gon, the Holder of the Heavens.

being pointed skywards* and southwards. This was answered by whoops from Ka-nis-han-don and a companion who were now seen standing near the house of David Key to the south, where the dog had been strangled.

The whoop and volley, and the reply, having been repeated, the Head man's messenger, (who had been sent from the Long house to tel him that all was ready) came forward leaving his superior to approach more leisurely, while the men again entered the Longhouse and took their seats with uncovered heads—nobody smoked, and the air of seriousness that pervaded the assembly reminded one of a good old Presbyterian country congregation on the occasion of "fencing the tables."

In the meantime Ka-nis-han-don was leisurely approaching the Longhouse, singing plaintively. On opening the door at the Two Brothers' end, he paused before entering, and ceased his song as his eye fell upon the white dog.† He then walked slowly and with downcast head to the song-bench, looked for a second at the dog, again began to sing, and continued to do so while he walked three times round the song-bench, when he was stopped at the starting-point by Chief Johnson Williams. After a brief address from this chief, he goes round the bench again, singing, and is this time stopped by Louis Dixon, who delivers to him a short address, at the conclusion of which the male portion of the audience gives a whoop.

Ka-nis-pan-don then indulged in a brief soliloquy, the men giving another whoop at its conclusion.

He next sang for a little while, the audience accompanying him with "Heh-heh-heh," the syllable being uttered fifty times, by actual count on my part.

After another monologue, he again sang, walking round the dog as before. This time he was stopped and addressed by John Silversmith. When Silversmith was done, the audience again whooped.

Once more Ka-nis-pan-don talked as it were to himself, in a low tone, and was answered by another whoop from the men.

He then walked back and forth on the north side of the song-bench, singing in a more lively tone than formerly to a general accompaniment of "Heh-heh-heh," and as soon as he stopped, the men set up a "Wah-h-h-h-h!"

Indulging in another monologue, he once more sang as he walked sorrowfully-looking, round the dog, and on completing the circuit he

* The intention of firing towards the sky is to attract the attention of Ta-ron-ya-wa-gon.

† According to the tenor of his speech (which follows) he is not supposed to see the dog, but this is how his appearance struck me at the time.

was stopped and addressed by Jacob Hill. When this warrior finished, Ka-nis-han-don uttered a loud "Hooh!" which was the signal for a general whoop.

Standing on the north side and looking towards the Four Brothers' end he again spoke, as it were, to himself, and at last broke out into a song, walking as before, on the north side. In a short time the men gave the whoop—"Wah-h-h-h-h!" and as he continued singing, they all accompanied him with "Heh-heh-heh-heh." At the conclusion of this song some one gave a loud "Hooh-h!" and immediately all joined in "Wah-h-h-h-h!"

Once more he indulged in another soliloquy or monologue* then took to singing as he walked around the white dog, and left the room by the Two Brothers' door. Singing all the time, he marched slowly round the Longhouse, proceeding along the north side westwards, and back by the south to the same door, which he again entered, and (still singing) walked round the dog for the last time.

Having finished this song he proceeded after a brief pause, towards the Four Brothers' door, followed by Chief Johnson Williams carrying the body of the victim suspended from his left shoulder, and the basket containing the tobacco in his right hand.† Three or four warriors accompanied them to the fire which all this time had been burning on the south side of the building, and within fifteen feet of it near the Four Brothers' end. Here the dog was laid upon a small platform of pine boards that seemed to have been made on purpose for its reception. Its head was in the same direction as when the body was lying on the song-bench, and as in that case also, the basket with the tobacco was set down at the animal's tail. After the dog is outside, it is said to be immaterial how its head points, but inside it must be directed towards the west.

Ka-nis-han-don said a few words as he stood beside the dog on the south side of the fire, and he was followed by Chief Johnson Williams who first gave three subdued whoops, after which he made a long speech. Within ten minutes from the time of beginning he placed the dog on the fire, and after another short interval he threw on the fire a small gift of ribbons in a loose bunch‡ Afterwards, at each of

*I have used these words in connection with such utterances, because on the occasions in question the speaker seemed rather to be talking to himself than to the people, his head being slightly bent and his eyes fixed on the floor.

†This, I have since learned, was a mistake. The dog should have been carried over the right shoulder, and the tobacco in the left hand.

‡All the decorations used on the dog were gifts from the pious, and the bunch of ribbons here mentioned came too late to be arranged on the dog, and was therefore thrown on the fire that its "heart" might accompany that of the dog.

six intervals he threw a handful of tobacco on the burning dog, and last of all he placed in the fire the basket itself with the tobacco that remained in it. At the conclusion of his speech he gave three whoops.

Next, four "warriors," one at a time, sang doleful songs as they walked slowly back and forth across the west end of the fire, while those who were gathered round kept up the constant "Heh-heh-heh-heh!" and thus ended the Burning of the White Dog.

Ka-nis-han-don, the Master of Ceremonies, during the celebration of the sacrifice was dressed in white, having a dark blue sash across his shoulder, and a blue cap ornamented with numerous feathers.*

Five others, (one chief and four warriors) were similarly dressed in white, but variously diversified with spangles and ribbons. All of them had their faces painted with vermilion.

Ka-nis-han-don's face was merely highly colored as if to give the appearance of rosy cheeks, while that of Chief Johnson Williams was marked by three bright lines about one-fourth of an inch wide and three inches long running obliquely downwards from his nose across his cheek.† Of the others I failed to make note.

The proceedings were characterized by earnestness and by a sincerity which, I have no doubt, was as real as it was apparent.

Reference has already been made to the admirable spirit of toleration that exists as between Christian and Pagan worshippers on the Reserve, and this was still further evidenced when some of the Christians not only took part in the dances, and in the ashes ceremony, but assisted very actively at the sacrifice of the White Dog.

The effect of creeds on Indian character all over the continent (unless when a new doctrine is preached by a new prophet) is passive rather than active; at any rate it is seldom violently or virulently active, and as a rule Indians get along admirably, and wholly to their own satisfaction on the old principle of "You let me alone, and I'll let you alone."

WHY IS THE WHITE DOG BURNED?

Even if we accept the earliest date, 1790,‡ as that of the year in which Ska-ne-o-dy'-o is said to have received his revelation from the Four Persons, or Angels, the ceremonies connected with his teach-

*The Leader or Master of Ceremonies is permitted to dress as he pleases, so long as he wears nothing that is red. As all the Leaders or Speakers must be buried in ceremonial costume, and as red is a forbidden color in grave clothes, it is easy to see why it is objected to in the dress. A Leader may officiate in ordinary garb, but at his death, his people must provide a suit of official garments.

† So marked because Williams is a chief.

‡ Clark's History of Onondaga. The "preacher" in all his addresses refers to the time that has elapsed since the revelation to Skaneyodyo.

ing are scarcely more than a hundred years old, yet there are numerous evidences that during the century many changes have taken place in the ritual, the body of which is no doubt mainly an adaptation, and to some extent, a modification of still older rites and ceremonies.

Originally it was taught that all religious performances must come to an end at mid-day, and while it is true that the 'preachers,' so-called, observe this injunction very strictly, no regard is paid to it by others who perform offices that are considered quite as sacred as are those of the preachers. The reason assigned by the latter both here and in New York, for this prohibition is that the Great Spirit rests during the afternoon, but the pagan laity in both places seem to credit him with being more wide-awake. On the Grand River Reserve they do not appear to think He needs much sleep at all, or perhaps they only think, as I heard an Indian say with apparent seriousness, that if they can stand to be up the greater part of the night performing acts of worship, the least thing He can do is to keep awake and listen. One of their preachers, himself, did not appear to know of any injunction respecting night performances, and when assured that this was the case, he professed to explain that the night doings here were not a part of the real religious ceremonies, but were intended only for the amusement of the people. Others equally well-informed, insist that he is in error on this point.

There can be no doubt that the Burning of the White Dog is not only a part, but a very important part of the purely religious ten days' ceremonies, yet, we have seen that in connection with the Seneca observances last New Year, the sacrifice was not offered until after one o'clock p.m.

It was news to our Ska-ne-o-dy'-o that So-se'-ha-wa, the Founder's grandson, and successor in the preacher's office, wholly ignored the burning of the dog, and that the practice had been distinctly forbidden by Hoh-shah-honh, the Omar of our Onondaga Mahomet.

That the burning of the dog as a religious rite long antedates the revelation of Ska-ne-o-dy'-o, there cannot be a doubt, and the probability is that Hoh shah-honh's "You must not burn the white dog as you have been doing," was inspired by a feeling of false shame in the presence of white people's criticisms. It is, however, abundantly evident that perhaps for many centuries, certainly for one at least before this, some idea of sacredness, if such a term may be used, was connected with burning the dog, and sometimes with feasting upon its

flesh, irrespective of the animal's color, as may be gathered from the subjoined quotations. Colden says:—

"When any of the young Men of these (five) Nations have a Mind to signalize themselves, and to gain a Reputation among their Countrymen by some notable enterprize against their Enemy, they at first communicate their Design to two or three of their most intimate Friends· and if they come into it, an Invitation is made, in their Names, to all the young Men of the Castle to feast on Dog's Flesh: but whether this be because Dog's Flesh is most agreeable to *Indian* Palates, or whether it be as an emblem of Fidelity, for which the Dog is distinguished by all Nations, that it is always used on this Occasion, I have not sufficient Information to determine. When the Company is met, the Promoters of the Enterprize set forth the Undertaking in the best Colors they can: they boast of what they intend to do, and incite others to join, from the Glory there is to be obtained; and all who eat of the Dog's Flesh, thereby inlist themselves."*

Sometimes dog-eating was employed to charm evil influences or to act as a spell, as when we read;—

"It was also said that they pretended to try to carry him away, but that he resisted them so well that they left him to make a feast of a dog—threatening to come and get him next day, in case he failed to do this." (Told of some demons who addressed one Tsondacouane', threatening to carry him off unless he complied with certain conditions.)

"The latter having reported the matter in open council, a dog was immediately found, with which he made a feast on the same day."†

From the following it will be observed that only men of adult age —full grown "braves" or "warriors" were permitted to make dog-feasts:—

"At the beginning, when he [Rene' Tsondihwane] was at an age to make feasts . . . he had a dream, in which he was forbidden to make a dog feast, or to permit that any one should make one for him. . . . Last year, having gone on a visit to some village, one of his friends desired to make a dog feast for him.'‡

Writing of "a certain man [who] had dreamed, whilst in the soundest slumber, that the Iroquois had taken and burned him as a Captive," Lalemant says that after the man's fellows had punished him

*Colden's History of the Five Indian Nations, Introduction, p. 6. London 17—?

†Le Jeune's Relation, 1637, p. 229, vol. 13. Cleveland ed.

‡*Jesuit Relation* 1640-41. Cleveland ed. vol. 21, p. 161. On the next page, it is said, he was ordered in his dream "to make a sacrifice or feast of two dogs."

severely that "The ill fortune of such a dream might be averted," the sufferer, as he escaped "seized a dog that was held there ready for him, placed it at once on his shoulders, and carried it among the Cabins as a consecrated victim, which he publicly offered to the Demon of war, begging him to accept this semblance instead of the reality of his Dream. And in order that the Sacrifice might be fully consummated, the dog was killed with a club, and was singed and roasted in the flames: and, after all this, was eaten at a public feast, in the same manner as they usually eat their Captives."*

Evidence is not wanting that the custom was widely spread, as we find it noticed among Athabaskan, Algonkian and Siouan peoples as well as among those of Iroquoian origin. The Rev. William Hamilton, a Presbyterian missionary to the Sacs and Iowas, of Nebraska, from 1837 to 1853, saw dogs hung by their necks to trees, or to sticks planted in the ground, and he was told these dogs were offerings to Watanka; and an Indian named No Heart telling him about a smallpox epidemic, said, "We threw away (*i. e.* sacrificed) a great many garments, blankets, etc., and offered many dogs to God."†

In Mexico, I have read somewhere, that attempts were made to get rid of sickness by placing outside the patient's door the image of a small dog, made from corn-meal, in the hope that some passer-by would pick it up, in which case the disease left the afflicted one within, and affected him who lifted the dough-dog—a case of supposed substitution.

In the *Journal of American Folk Lore* for October, 1897, Mr. Harlan I. Smith, in a brief article entitled "An Ojibwa Myth," (Michigan) says that the monster of the story told the man to go home and bring him six white dogs, and the writer adds, "Among the very Indians from which this myth was procured, the white dog sacrifice was practiced as late as 1819."

Instances like these add nothing to our knowledge respecting the origin of the custom: they are but the outlying, and therefore expiring ripples resulting from some far-off movement in the sea of time, or they may be compared to faint surface ebullitions that serve merely to indicate the existence of a force at some great depth, for it can scarcely be doubted that the practice is based on an old-time belief on the part of a people from whom it has been transmitted by

**Relation* of 1642, p, 173, vol. 23. This was among the Hurons, whose manners and customs were similar to those of the Iroquois.

† *A Study of Siouan Cults*, by J. O. Dorsey, in Bur. of Ethnol. Report for 1889-90, p. 426.

devious ways and in numerous corrupted forms, until no one in our day is able to offer any authoritative explanation regarding the original symbolism.

The idea of atonement may be at once banished from our minds, for in no Indian religion or form of faith is there any trace of this principle.

The late Horatio Hale who was deeply interested in this subject has offered a "conjecture," but that he himself did not attach much value to it is evident from the concluding sentence of the paragraph in which he says :—" A probable conjecture is that the dog was selected merely as being the animal most prized by the Indians, and therefore most suitable for a sacrifice to their divinity. A white one would be preferred for the natural reason that among the Indians, as is shown by their wampum belts, and in other indications, white is an emblem and declaration of peace and good will. Whatever may be the origin or signification of the rite, it is undoubtedly one of the most curious and interesting of Indian usages."*

But, while, as has just been stated, the atoning principle finds no place in American aboriginal beliefs, that of substitution holds a very important one. Vicarial adoptions and punishments were characteristic of Indian life—the mother who lost her son in battle, claimed a captive enemy whom she forthwith treated as her own offspring—a dead chief was said to be made alive again when his successor was appointed, and nothing was more common than the infliction of torture on any foe in retaliation for similar treatment by one of his people, or by all of them to one or more of those belonging to the retaliators. In every case the "make-believe" seemed to become a well settled conviction. When adoption took place, grief for the lost one ceased, and where punishment was involved it was not inflicted vendetta-like, but purely with the motive of making one suffer for another, and so completely does this idea govern the actions of some Indians even at the present day, that natives of the western plains bite (some say eat) lice they find in the heads of each other, for the reason that the lice bite them.

I am well aware how extremely dangerous it is to construct theories on flimsy foundations, or to generalize on a scanty supply of facts yet I cannot forbear remarking the strong probability that in the burning of the white dog, or of any dog, we may have a realization of the substitutional idea as a survival from the time when human remains

*The Iroquois Sacrifice of the White Dog, by Horatio Hale, in the *American Antiquarian*.

were so treated as offerings to the Sun, or for any other reason, and that this is all we have left of a ceremony when the dog was burned along with his deceased master.

It is almost needless to quote in proof of the statement that cremation was an ancient Indian method of disposing of the dead, and in some parts of North America the custom was maintained until almost within the memory of man. In Harmon's Journal of Voyages and Travels (1800—1819) page 335, the following occurs: "All Indians are very fond of their hunting dogs. The people on the west side of the Rocky Mountains appear to have the same affection for them that they have for their children, and they will discourse with them as if they were rational beings. They frequently call them their sons or daughters, and when describing an Indian, they will speak of him as father of a particular dog which belongs to him. When these dogs die it is not unusual to see their masters or mistresses place them on a pile of wood and burn them in the same manner as they do the dead bodies of their relations, and they appear to lament their deaths by crying and howling, fully as much as if they were their kindred."

In any case, Harmon's observation is a valuable one, not only as showing the high estimation in which these Dénés* held their dogs, and in attributing to them something akin to human intelligence, but in going to the absurd length of calling them sons and daughters. And, carrying as they did this substitutional idea to so great a length during the lifetime of the dog, we are prepared to understand why the animal should have been honored by them so highly after its death.

Although Major Powell, on his "Map of Linguistic Stocks of American Indians," does not give the main body of this stock as wide a southern range as that mentioned by the Rev. A. G. Morice, still the extent of territory covered by the Dénés or Athapascans (including those in Arizona, New Mexico and Northern Mexico) is second only to the area occupied by the Algonkins, and their culture influence we may reasonably suppose to have been correspondingly great. By what

* Harmon's reference to "the people on the west side of the Rocky Mountains" applies to the Carriers among whom he lived for several years, and of whom the Rev. A. G. Morice says they are "the most important of the western tribes' of the Dénés, "that large family of Indians more commonly known under the inappropriate names of Tinné, Tinneh, or Athabaskan. It extends west of the Rockies from the 51° latitude north, and east of that range of mountains from the southern branch of the Saskatchewan to the territory of the Esquimaux. Apart from the Nabajoes [Navahoes] of New Mexico, who are ethnologically connected therewith, it is divided into a dozen or more tribes speaking as many dialects." *Trans. of the Can. Inst., March, 1891, p. 171.*

means it could have been possible for such influence to reach those of Iroquoian stock, or whether it ever did, there is no means of knowing any more than there is to account for the separation of the present unpacific Navahoes and Apaches from their comparatively docile and peace-loving northern congenors, or to explain why such extreme differences of disposition should exist at all.

It is quite certain that even in Harmon's day it would have been difficult for an Indian to state whether he burned the dog because he looked upon it as his son or daughter, or whether he indulged in the fiction of so believing because it was customary to treat the dog in such human fashion, for it will be observed that the animal was not killed for this purpose, but merely so treated when it died, and herein, it may be, we have another phase of the lingering substitutional idea dating from a time when it was customary to burn the dog with the remains of its former owner. Be this as it may, it is tolerably clear that the Iroquois ceremony is one that points to a time long prior to the appearance of these people on the eastern slope, and to a condition of life respecting which we are at liberty to make only wild guesses.

Dr. Brinton, to whom I wrote asking for his opinion as to the philosophy of this ceremony, very courteously replied. "I am fully persuaded that the sacrifice of the white dog among the Iroquois had a deeper symbolism than was suggested by our late friend, Mr. Horatio Hale. In American religions, the dog was extensively connected with beliefs in the life after death, and the journey of the soul to the land of joy. In Mexico, among the Aztecs, Zapotecs and others, a reddish dog was sacrificed during the funeral rites; and a dog is often represented in the Maya MSS. as a mythical, symbolic animal. The graves of the ancient Peruvians often contain canine bones.

"Von Tschudi claims that in many native religions they were 'closely related with cosmogonical and culture myths.' He is certainly correct, and in the Iroquois ceremonial I would recognize the survival of an ancient belief which connects the advent of the New Year with faith in personal immortality. Of course the color, white, is symbolic of light, life, and re-birth.

"The words in the original, the chants and formulas, would hint at the meaning, and though Hale gives them in translation, we should like them in native form."

With some such hope as that suggested in the last sentence of Prof. Brinton's letter, I had made an effort to secure as much as possible of the ritual in the Mohawk dialect of the Iroquois tongue, and it is satisfactory to know that the plan commends itself to so high an

authority.* The last hope of arriving at any knowledge respecting the symbolism of the rites (so far as the Iroquois are concerned) lies in a critical examination of what may be hidden in in some archaic word or turn of expression concerning which the Indians themselves are profoundly ignorant. As is pointed out elsewhere, the words employed in most of their songs have long since lost their meaning, and no doubt this is also the case respecting numerous words used in speeches and addresses.

General J. S. Clark, who has given much thought to this and kindred subjects connected with the social and religious customs of the Iroquois, writes to me respecting their religious beliefs, more especially as these seem to have a bearing on the Burning of the White Dog, that while he has some difficulty in harmonizing the material in his hands relating to the Great White Wolf, the Infernal Wolf and the Devil, he is of the opinion that these refer "to the God of war, Agreskoui, as known to the Hurons and Iroquois." He points out that "Megapolensis makes a clear distinction between Tharonhiawagon and Agreskoui of the Mohawks, making the latter represent the Devil, and the former the Supreme God," because "sacrifices were never made to Tharonhiawagon" whereas "they did worship and present offerings to Agreskoui."

In proof of this the General cites Jogue's account of the burning and eating of a woman and two bears; and Brebeuf's story concerning a similar horrible feast in the Huron country, to placate Agreskoui. After pointing out that Parkman believed Agreskoui to be identical with the sun, General Clark proceeds.

"There is much to warrant this conclusion"—Parkman says also that Agreskoui was the same as Jouskeha, but with different attributes. This appears also to be in accord with the very general beliefs of the more advanced tribes three hundred years ago. The Aztecs, the Mayas, and others had a way of subdivision to make six, eight, or ten different deities from the same person, according to their attributes, giving them distinct names and distinct forms.† Now as the Jesuit missionaries among the Hurons identified the 'Infernal Wolf' as the veritable *devil*, and the early writers respecting the Mohawks describe Agreskoui as the same character, it appears highly probable

* Too much praise cannot be given to Ka-nis-han-don, who acted as Master of Ceremonies at last New Year's Festival in the Seneca long house, for the great trouble he has taken to repeat word for word the most important parts of the ritual in the Seneca dialect. I have to thank him also for numerous personal favors by way of explanation, afforded to me before and after the Sacrifice of the White Dog.

† The Greeks, Romans, Hindoos and others did the same thing.

that the Infernal Wolf was also the 'Great White Wolf' the prototype and original of the Wolf gens of the Hurons, Iroquois and kindred tribes. We know that the white animals, such as the buffalo, deer, bear and wolf, are held at the present day as having peculiarly close relations to their Pagan deities, for the reason that the deities themselves and all their subordinates are supposed to be white. The representative tribe among the Iroquois, having closer relations with the deities than any other, was the Mohawk, from whom all the others descended—the most eastern of all, where the sun rises—'the white land,' 'the bright land.'

The great divinity of the Algonkins was "the great White One," or the *White Hare*, and Jouskeha was also white, as were all the other of the great and beneficent gods whose residence was in the Sun, or, as often expressed, was the Sun itself. This idea ranged over both continents. All the Iroquois were sun-worshippers in this view, and at an early day; and all were keepers of the Sacred Fire, as representing the Sun. Charlevoix says that all the Huron sachems were accounted Children of the Sun, and the relation of the Iroquois sachems could not have varied materially from this. In describing the Natchez, he says the practice of keeping the Sacred Fire prevailed extensively up to his time, and that the beliefs of the Hurons and Iroquois were not far removed from those of the Natchez, whose principal chief, as claimed, was the Sun itself. On the chief's death, his wife, relations and servants generally were strangled that they might be able to accompany him to the regions of the blessed in the Sun. I am very much inclined to the opinion that the burning of the White Dog was not a sacrifice in any sense, but simply a special preparation as a message-bearer or messenger to the power above.* That strings of shell beads are burned with the dog is but carrying out the idea that credit should be given only to messages accompanied by wampum. The relations of the white dog to the originals of the animal kingdom above were of the closest character, as were their relations to the people below. The ceremony appears to be significant, and precisely that accompanying the installation of a message-bearer between different tribes, by repeating the message in the presence of the victim before the spirit had left the body, and then, by the action of fire, enabling the spirit to take its passage to the 'mansions above.'

*Some such idea exists among the pagans, now-a-days, one of whom informed me that Ska-ne-o-dy-o wishing on a certain occasion to send a message to the Great Spirit, when he could not go himself, strangled his dog for this purpose. Some time afterwards when "up there" on very important business, he not only saw the dog, but the dog recognized him, by its fawning upon him and licking his hand.

Hale gives Rononghwireghtonh as the Great Wolf of the Onondagas who alone formed a distinct class or clan, and apparently was a subordinate of the White Wolf of the Mohawks, which, in turn was a subordinate of The Great White Wolf above, whose residence was in the Sun, if, indeed, it was not the Sun itself. It is not to be expected that anything of importance can be learned at the present day from the myths among the Iroquois, beyond possibly some hints throwing light on the ancient customs and beliefs. I am quite certain, however, that the ground work here laid down, will be found to be in accordance with the beliefs of the more advanced tribes, or, at least will accord with a composite picture of such beliefs.

Cuoq gives (p. 32) Okwari as *white bear*, and Okwaho as *loup* or *wolf*, and I am confident that both should be rendered *white, i.e. White Bear* and *White Wolf.*

He gives also Iorakwa-werhostakwa, as *umbrella, parasol*, that is, sun-shades. He quotes Karakwa as Sun (p. 11). The similarities between Iorakwa and Iroquois, and Cheroke, or as changed from French to English pronounciation Erokoua, and Cherokoue, are evident. I am certain that these names Iroquois and Cheroke were based on the word for *Sun*, and that M. Cuoq will see it in this light.

The war-cry of the Iroquois was "koue," or "go-weh," as pronounced by some, and this is the word that Charlevoix makes the basis of the name Iroquois. The root *koue*, or *koua* appears in all words relating to the Sun, bear or wolf."

As the foregoing is the substance of a letter to me, written without being intended for publication, but which I have since been kindly permitted to quote, it is to be regarded rather as conjectural than determinate, but the line of argument employed is so original and so reasonable, as to render it worthy of record as a contribution to the surmises and theories respecting the ceremony of Burning the White Dog.

Based, as these conjectures are, mainly or wholly on the assumption that Indian forms of religious belief were the outcome of Sun-worship, to the study of which General Clark is devoting much time and scholarly attention, it is satisfactory to be able to state that philological researches he has since made are such as more fully to confirm his theory.

In a former communication the same gentleman reminded me that "the burning of the dog, and a spotted dog at that, was certainly

practiced by the Mayas, and apparently was substituted for human sacrifice under the reformation of Quetzalcoatl."

It will be observed that between Von Tschudi's contention as cited by Dr. Brinton, namely, that in many native religions the presence of dogs was 'closely related with cosmogonical and culture myths'—a statement with which Dr. Brinton himself agrees—and the belief of General Clark that the burning of the dog took its rise in connection with Sun-worship, there is no want of harmony. It is only when we come to particulars that there is any divergence, and even this may be more apparent than real. In either case the substitutional idea is applicable, whether the victim was used as a messenger, or as an offering.

It is not likely we shall ever know for certain what were the primitive notions in detail respecting the ceremony in question, but it is possible that in course of time investigation will yield results enabling us in a general way to connect it with some fundamental culture-myth affecting not only the Iroquois, but the whole American race, or a very large proportion of it.

Meanwhile it is probable that the ceremony of burning the White Dog will continue in vogue—not perhaps as long as there are pagans on the reserve, but, at any rate, for some years.

Translation of the Song by the Master of Ceremonies at the Fire, When the Dog is Burned.

"Great Master, behold here all of our people who hold the old faith, and who intend to abide by it.

By means of this dog being burned we hope to please Thee, and that just as we have decked it with ribbons and wampum, Thou wilt grant favors to us Thy own people.

I now place the dog on the fire that its spirit may find its way to Thee who made it, and made everything, and thus we hope to get blessings from Thee in return.

He throws the dog on the fire and proceeds:—

Although, Great Master, there are not so many of us who worship Thee in this way as there were in old times, those who are here are as faithful as ever—now, therefore, listen to us—Thou who art far away above us, and who made every living thing.

We ask that the sun will continue to shine on us and make all things grow.

We ask that the moon may always give us light by night.

We ask that the clouds may never cease to give us rain and snow.

We ask that the winds from the east and west and north and south may always blow.

We ask that the trees and everything that springs from the ground may grow.

We ask that these blessings may help us through life, and that we may remain true to our belief in Thee, and we will make Thee another offering like this next year.

Save us from all harm until that time, and make us obedient to our chiefs and others who have power.

Guide them so that they may act wisely for the people and save them from all harm.

Be good, Great Master, to the warriors and to the young men, making them strong and healthy so that they may always be able to do everything they ought to do.

Great Master, we ask also that Thou wouldst be kind to the women until our next feast. Make them strong and healthy so that they may be able always to do everything they ought to do.

Take away all our sickness and all our troubles. Make us happy and healthy and strong to enjoy life.

Great Master, make us all peaceable and kindly that we may live happily and contentedly as we should do.

Cause the plants that cure us when we are ill to grow up strong for our use so that they do what Thou madest them to do.

And, Great Master, may the coming season bring us plenty of sunshine and breezes, and may everything grow well for our use during the summer time.

May all the trees that bear fruit, and may everything that comes out of the ground as our food grow in the best way for us to enjoy.

Great Master, we ask, too, that Thou wouldst send us all sorts of animals, large and small, for food and clothing, and cause the birds to live and increase in number.

May the scent of the tobacco I have thrown on the fire rise till it reaches Thee to let Thee know that we are still good—that we do not forget Thee, and that Thou mayest give us all we have asked.

Scattering of Ashes. (Ro-non-wa-ro-rih.)

On the day following the Burning of the Dog, two runners appointed by the Old Men (Ro-dik-sten-ha) summon the people to stir, or scatter ashes at the Longhouse the following day. On entering each house the runner himself scatters ashes, after which, addressing

the heads of the household he informs them that according to the wish of Niyoh (the Creator) they are to appear at the Longhouse the following day, and to be sure to take the children with them. He then sings:

Ka-weh-no-deh,
Ye-ke-ha-a-noh,
E-ye-ha-a-noh,
Ka-no-wan-seh,
Ne-ka-don-neh,*

which may be repeated several times, when he concludes by saying "Now you must all go to the Longhouse if possible." On the following day when all are assembled in the Longhouse, runners again scatter ashes, and when this is over, the speaker representing Taronyawagon† delivers the following address which is also employed at the opening of other festivals.

On this, as on all other occasions, each speaker addresses those on the opposite side (or end) of the house as his cousins. At the conclusion of his set speech, the Taronyawagon informs his cousins that such a one has been appointed by the Two Brothers, or the Four Brothers, as the case may be, (for the appointment is an alternate one, annually) Master of Ceremonies, and the Master of Ceremonies in turn appoints a leader of the "Paddle Party."

After a reply has been made to the opening speech by one from the opposite side, Taronyawagon says:—

Da onenh onkyaraseson niseh wahsadeweyennondahneh. Yatgwa-
Now, cousins, you are quite ready. We

nonweradonh kadih tsih onenh agwah s'kaneh wadidewaderaneh.
give our thanks then because now all is well (and) we have met.

*It is tolerably certain that these words at one time had some significence. At present Mr. Brant Sero informs me, there is none beyond what may be extracted from the first two syllables "Ka-weh," or Ko-we, used until somewhat recently as an expression of self-satisfaction on the accomplishment of any unusual or desirable act, and even this may be but a coincidence. (Compare with Gen. Clark's reference to *koue*, or *go-weh*, ante p. 104.)

This condition is observable among other primitive peoples. One of the latest references I have seen occurs in Dr. Walter E. Roth's Ethnological Studies among the North-West-Central Queensland Aborigines, p. 170, (1897) where the author says, "During this procession the singing is done by the men within the enclosure: . . . but unfortunately its meaning is unintelligible even to the singers themselves." For a copy of the above valuable work, I am indebted to the Hon. Sir Thomas McIlwraith, Premier of Queensland.

†Cusic spells it *Tarengavagon*, and translates it Holder of the Heavens. But the name is evidently a compound of *garonhia*, sky, softened in the Onondaga dialect to *taronhia* (see Gallatin's Vocabs, under the word sky) and *wagin*, I come."

Note p. 205, 3rd ed. *Myths of the New World*, by Dr. D. G. Brinton.

Enserhek kadih sanigonrahnenyawenneh. Onenh wahadihon-
You should wish, then your mind accordingly so. Now they have

karyak kentho ronadenonsokdagwenh ra onha ne ne Shohkahdonah
chosen here, this end of the house he (him) that is (such a one)

ne ne onsongwakawets serawinyonh. Onenh dahbondasawen
who will to us paddles distribute. Now they have begun

wathonseharogwahdeh.
to scatter the ashes.

Two men representing the opposite sides of the Longhouse now hand newly made paddles to men, women and children of their respective gentes. One appointed by the Taronyawagon heads all the others who leave the Longhouse and march in single file to the opposite end where they enter by the other door and remain at that end round the fire. As the Two Brothers had precedence this year, they went out by the east door, taking the north circuit of the Longhouse to the west door. During the march round the Longhouse, several young men are stationed here and there with loaded guns which are fired just before those in line re enter. This is supposed to attract or direct the attention of the real Taronyawagon.

When all are inside, the leader (this year, He-es-gonh, John Silversmith) makes the following address:—

Onkyarase Yahdyagwadaneh katsiyenhakdah yongwadonhahereh
To my cousins. We stand beside the fire with uplifted hearts

segon: skennenh niyongwanigonhrodenh. Waietsidewanonweradon.
once more; all is well in our minds. We thank him (who is)

Songwaniyoh, wahagwenih segon dondayagwadaweyadeh ne tsiyohse-
Our Ruler (that) was again cause us to enter after a

rah wadewahgwadaseh oknehsaagwayadah segon donsayagwadohhets-
year round our own selves again; we are passing

deh tsi ronwadekadennih ronaderihhondeh ronwadekadennih,
where the fire is appointed built for him,

Taronyawagon.
Holder of the heavens.

Onenh hadih yongwanonwarorih.
So, now, we scatter ashes.

Free translation.

"Chiefs and women, (office-bearers), we stand at the fireside firstly to scatter ashes.

All people dwelling on earth (may) observe the ceremony without any trouble, now that the time of observance again arrives. I am Master of the Mid-winter festival now going on, therefore are we tipping the paddle of Taronyawagon, (Holder of the Heavens), and therefore now hear these direct (or plain) words, without pause (or hesitation).

The Great Spirit sitting above (sees) we have observed the ceremonies in praises and offerings of thanksgiving.

We, the chiefs and women, office-bearers, people generally, and children, have all again passed by the fire built for Him, by the office-bearers; therefore the singer will sing the ceremonial song (God's song) for the last time.

After this the following song is sung. It is known as the song of Rononwarorih, or "tipping the paddle"—wahadikawetsserakawenradeh, "they tip the paddle."

Ko we no deh
Hye ke ha na
O —— hoh!
Hye ke na o,
Hye ke na o,
Hye hi ke
Hye ka noo
Hye ka noo
Hye e heh!"*

At the conclusion of this song the leader of the paddle party turns to the acting Taronyawagon, and says "Onenh, eh na a gwa gwe nih" This is all we are able to do," and the paddles are returned to the Master of Ceremonies. Then those representing the opposite side of the Longhouse file out at the west end making a south circuit and re-enter by the east door, where, standing round the eastern fire, a similar ceremony is performed.

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*According to another statement I took down, the following song (known as God's Song) is sung during the proceedings:—

Ni-yă-wa^{n}-ha
Ni-ya-wa^{n}-ha
Na-a-a heh.
Na-ka-de-wa^{n}
No-go-da neh
Wa-ka-de-wa^{n}
Nats-ho^{n}-no-neh
Na a-a-heh,

These processions are kept up alternately by members representing the opposite sides of the Longhouse until every one has "passed the fire," and the first night's proceedings come to a close after the following address by Taronyawagon.

Onenh kadi Ra onha Songwayadison Songwanorongwah. ty-
Now therefore, He Our Maker, He, who loves us, we

Ongwehonweh ne kadi aoriwa, undewadonderenh yah ni
Indians, so, therefore, manner of cause sorrow and regret not we

ih thaedewagwenih aedewayanenhaweh-tsiok nikasennes
ourselves are not able to follow the course restricted, time and

ne ongwanigonrahagwegon-tsinonkadi Songwasaennih
distance our whole minds in the matter of He, (or, Him) finished

tsini yongwariholen ken i ken yongwadenniseradehnyonh.
for us our present custom this our daily lives.

Skaneh kadi inyedewadenhnigonrayenh yongwaderi yendareh
Peaceful therefore place our minds where we know

yodonh Songwayadison kananonh, dentsidewanonweradon tsiniyong-
possible Our Maker fully offer our thanksgiving according

waderiyendareh yoderihwagwarisshonh.
to our knowledge honorable and straight.

Etno kadi nikariwakeh ensewarkarekeh tyoriwadoken,
Here, therefore, number of words you are to expect, direct words

ne i-ihneh entkadadih Keriwennawe karihwayendaghgwen
from me I will speak, I: Custom Bearer, am the leader

karihwadokenh.
accordingly.

Onenh kadi ondewadoris hon kentho wahsondaden.
Now therefore we will rest here this night.

After which the Master of Ceremonies makes a speech, informing the people that the Creator himself has turned or scattered ashes and is pleased to know that the people follow his example. He also refers to the dances that are to follow making special mention of the Bear and False-Face dances intimating that if good results are expected from participating in these, the actors must engage in them seriously.

The next night's proceedings are now usually announced. This year the Speaker told the people to bring their costumes for use in the Big Feather Dance and The Skin Dance. Taronyawagon, he said was going to commence the amusement part of the proceeding, after such a solemn observance of "Tipping the Paddle."

Where it is necessary to hold a second meeting of this kind, that all may have an opportunity to pass the fire, the proceedings are much the same as on the first night until the time arrives for the last Paddle Party which is composed of chiefs, warriors and women representing the whole of the Longhouse. This party does not walk round the Longhouse. This year each end was represented by two chiefs, one warrior and two women.

There is no dancing on the first night, nor on the second night until all present have turned the ashes.

As soon as the ceremonies of the final paddle party came to an end, the Speaker says:—

Yatyagwadaneh atsiyenhakdah
We stand beside the fire.

Yongwaderihondon ne radihsonnowanen Yedhinis-
We, office bearers, that is great names (chiefs). ony and women

tenhao hondon tsi eh niyoh donyonetsheharohgwadeh
(our mothers) firstly it is so they scatter ashes

enhdakahnaka ronyadih onwen tsi yakeh enyena ke re
with horns* on earth dwelling

ne agongwedah entyagononwarorisek segon enkag-
my people the act of performing the ceremony again (is) made

wenih sken non, yonsakaheweh. Iihkyadagweh niyoh
possible without hindrance, time now reach'd. I am master so

sadeyoserihon nonweh niwathawih yoderiwadetyon. Onenh
mid-winter then time ceremony going on. Now,

kadi onhonwakawetserakaron ne Taronyawagon.
therefore the tipping of the paddle of the Holder of the Heavens.

*The meaning here is obscure, but may either refer to the use of horns in scattering the ashes, or that they who figuratively wore horns (the chiefs) were now taking a prominent part in the ceremony. See *Chiefship* following.

Eh kadi nad kari wadokend onenh endisat hondeh
so therefore direct words now hear without

tsi hon. Niyoh Karonhyake desideroh onenh, wa a gwa
pause. God heaven in sitting now we have

dewen nongohdeh
passed the wood : (*i.e.*, observed the thanksgiving ceremonies).

Radisonnowanen, yedhinistenha Yonaderihondon Kenthog-
Great names our mothers office bearers people

wakeh yahothenenh dekarihandagwenh ony cksaaogonh—
(generally) none whatever (un) represented and children

a gwe gonh segon Sayon do hets deh ne Ron wa de kah den neh
ail *again* *passed once more* *at* *fire built for Him*

Ro na de ri hon deh Da o nenh kadi en to non wa ro rih
office bearers *Now* *therefore* *ceremonial song*

ne yes ka kon deh
last time.

The following is a slightly different version of the same speech, without any translation. Students may make a comparison.

Yahtyagwadeh atsiyenhaktha ronaderihonpeh ne Radisonnowanens ne ony yethinistenhah yonaderihonne ony ne ohhondoh ne tsih eh niyoh en-typot shehoharodakgwens enhdakehnakaronyadih nonweantsiakeh enyenakerek ne agongwehdah entyagononhwarorisek tsisegon enkagwenihagwegon rennonh yenkaheweh. Sadyohserihonh onenh ih enyyadagweniyoh onenh enyoderiwahdendi-on onenh kadi "onhonwakawehsaweanhadon"—ne Taronyawagon da-onenh kadi ehnathkarihaw wadokent onenh kadi endisathondetsihon Niyoh eh karonhyeh desideroh onenh wa-ongwaweannongohdeh Radisennowanens ronaderihondeh yethinistenhah yonaderihhondeh kenthogwakeh yahothdnenh dekarihondahgenh ne ony exsaaogonnih yetakhenondiyes onwentsiyakesons ehdake ony onweantsiake segonh yondeserenontys ne ne exsaaogonh ne ony segonh "Karhhonkeh-yagoyadnodakdonh agwegon eh sayondohhets ne Ronwadekadennih, Ronaderihonhdeh. Da-onenh kadi enthononwarorih ne yeskahkondeh. A warrior sings (Onweykewenh.)

The Master of Ceremonies brings the proceedings to a close by making the address following:

Rariwehnhaweh Da*-onenh ken-i-ken wadidewadohhetsde
the keeper of the faith now then this we have passed

tsinonweh orihwiyon yohrihowanen ahedeweyarake
where the sure word of great importance we ought to remember

tsi ne ne Songwayahdison songwarihwisaumnih
that He who made our bodies originated—custom made for us

tsinenyongwarihohdenhakeh ne ne tyon Gwehonweh.
for us to observe and follow we, the real people.

Da-onen ken-i-ken enkarihwadokenhakeh tyetgon
now then this established custom always

endewehyarakeh Dendewadennodhweradon-sek tsi nonkadih ne
remember—we should offer thanks to the one that is

ne Rawenniyoh-kek.
Great Ruler.

Da-onen ken-i-ken kadi yeyoheh shadeyohserihion tsi ni
now then this time mid-winter whereon

haweron Songwayadison, etho nonweh nenwathawih
purposed Our Maker then and there [these] season

"Ontyagononwarorih."
ceremonial practices.

Da-onen kadi ken-iken ongwanigonra awerkek ondorishon
now this then our minds desired rest

tsi nahoten niwatyerhah.
from whatever doings of the present.

Da-onen kadi ken-i-ken agwegon yongwats honnonnih tsi nigon
now this then all we are happy at the number

*"Da," is used as an introductory expletive by Mohawk (or Canieng) speakers and has little more force than the word "well" so commonly employed for a similar purpose in English.

ne ne Eksaaogon yondatyatheweh ne ne ayagodesennayendaneh
of children that are brought to exercise their privilege

nok watyontseharokgyadeh.
and to have scattered aahes.

Da-onen kadi ken-i-ken segon kahnigonriyoh wadetshenryes
now this then yet [is] good-mind to be found

tsi yagotkennison ne ne Ongwe kentho onwentsiakeh.
where gather the People here on earth.

Da-onen kadi ken-i-ken endewadorihon kentho wasendadeh
now this then stop and rest this moment this night

Unyorhonneh unyokaraweh onen undisewahawe waghgwennyayerih
To-morrow night then you will bring full costume

densewanonnyagwen "Ostoragowah" onen unhadewennongohdeh ne ne
to dance Big Feather when word will pass through [from]

Mharonyawagon.
Holder of Heaven.

Free Translation.

Now that we have passed through a great and important ceremony we should remember that it was Our Maker who created and originated a custom suitable for us "real people" (Indians) to observe and follow. This custom we should always remember with thanksgiving to Our Great Ruler. Our maker purposely choose the mid-winter season whereon to observe this ceremonial practice. We are all happy to see the number of children brought here to enable them to have the privilege of "scattering ashes."

Not having been present at this portion of the mid-winter festival myself I must confess that the foregoing account does not enable me to understand as much about it as I would like, for although there is no doubt a great deal that is inexplicable, still, it would seem that some things might be made clearer. The information as it stands was gleaned at various times from intelligent Indians, but no description is equal to the use of one's eyes and ears on the occasion.

OPENING SPEECH OF THE LEADER AT THE MID-WINTER FESTIVAL.

(*Kanonsesneh-akah*)

Long House-of the

Wadoken-s tsini wat ha wih onenh da hon dah sa wenh
At a stated time now they begin

Wa hondon nonh wa rorih etho Ka non ses neh. Wix ni tyso non
mid-winter ceremonies there at the Longhouse. Five sleeps after

we don-Dis kon nah ni wehnih do denh etho dyo dah sawenh.
February kind of moon there commence.

Ah sen ni kayen ne ne kayerih ni we ni se ra keh ka ronh
There of the four days before

ts i ni yo reh "Watyonts se ha rokgwah dek" deh niyah seh
the time of "Scattering "ashes" two men

wahhon wa di rih hon don ne ne Ongweh hogon ya got ken nison
are appointed by the Real People gathered

tsi wa deri wa no deh ken-i ken tsi yagon onh sodon ny aa neh
at the "Preaching," that they might homes of people go to

ah yat ro rih ken-i-ken ni ka wen no don:— Onenh areh
telling this words following:— Now again

yonsa kahe weh aese wa rih wa ron keh ken-i-ken 'ka nonh wa
time arrived you to hear this mid-winter

ro rih' konwa yats a-o-rih wa keh. Etho Ka non ses neh
ceremony named matter. There at the Longhouse

'un wa dah ken ro ronksyonh' yo ri ho wa nenh un wade rih wah-
'Ashes uncovered' great matter will go

den dih - Ta ron ya wa gon' Song wa wen-Niyoh Ra yah dag
on - Holder of Heaven Our Ruler so Master of Cere-

weh-niyoh tis non weh Ron wa de kah den nih ne ne Ongwe
monies. so where the fire is built by the Real

hogon Songwa wen niyoh ra on ha ro ri wi son nen yago ri ho
People. Our Ruler so He finished the people's

ten hakeh kentho On hwen tsi ya keh ro nonh Segon
customs here of the earth yet

ya go da den ronh. Etho ka di ka tsi yen hak dah a gwe gon
living. There then beside of the fire all

ne ne Ongwehhogon don yon do hets deh enye rih wa ye ri deh
the Real people will pass by doing their duty

En yon de wen non goh deh ne ne kendon othenen ye rih
word passing meaning something they are

wa nek ha ayagoyada ken hasken nenh a yen nonh don nyon
asking helpful to them peaceful thoughts

Ongweh-hogon tyet gon "on yon de nonh wa ro risek eh," onenh
Real People always observe mid-winter ceremonies now

don hon wa nonh we ra don ne ne Song wa wen niyoh. Agwegon
they offer thanks to Our Ruler so all

kadi ne ne exaogon yenyets shi yah denh haweh-onih yen yets-
then children must carry also led by

hinonts hi neh katsi yenhak dah day on doh hets deh tsi non weh
the arm beside of the fire to pass by where

ronwa de kah den nih ne ne Ta ronya wa gon Agwe gon
they built the fire for Holder of Heaven all

tsi niy a gon ne ne Ongweh dony on do hets deh katsi yen hak
of the number of people who will pass besides of the

dah Don yonts he ha rok gwa deh thoiken kendon yo rih ho
fire Scattering ashes this matter meaning a great

wa nenh. I seh kadi saksten hah ka rih wayendah gwen
deal. You then old body resting with you

dokah ken eny a goy do ren neh Sah wa tsi reh ken-i-ken
should your get the chance family of this

yo rih ho wa nenh onenh on de ri wah den dih etho. Ni ka wen
great matter now the matter has begun there. The num-

na ken, wa ki ron. Sha ya dah ken-i-ken Den ha ri wa gweh:—
ber of words, I have spoken. Other man this will sing:—

Ka-we-no-deh
Ye-ke-ha-noh
Ye-ha-no-noh
Koh-weh-noo-doh
Ye-ha-kaa-no
Ye-ha-no-o
Ka-no-wen-seh
Ne-ka don neh

Note.—Words of the Last two Lines mean: "Words pitiful, I am saying." The rest of the words have no longer any meaning.
"Koh-weh" = by-word expressing surprise. (very old).

Da-onenh kadi Se wa gwe gon ka non sis neh nyen hense weh
Now then all of you to the Longhouse shall go

etho ye nse wats hen rih dyonak do deh ya dense wa yah da
there you will find room for yourselves

ye rih neh a gwe gon.
all

Da etho kadi nika wen na ken wa ki ron. Onenh enya kya
There so much then the words I have spoken. Now we are

do hets dek.
passing.

THE CAYUGA AFTER-SEEDING, OR SPRING SUN DANCE.

On Sunday, May 8th, I was present at the Spring Sun Dance, which began in the Cayuga longhouse at about 11.30 a.m. When the proceedings began there were only a hundred and twenty-five persons seated, but before the close of the festival upwards of two hundred found places, all the women sitting at the east end, and all the men at the west end.

The ceremonies were opened by an aged, powerfully built and anything but handsome Cayuga, who, addressing those present, repeated the usual rote speech thanking the earth for having yielded grass, trees, tobacco and medicine; the thunder for supplying rain, and for preventing the serpents from coming up through the ground and des-

troying the people :* the sun for giving light by day and heat to make crops, grass, berries and trees grow, and for giving health ; the moon for giving light and heat at night, and for producing dew : the Four Angels for protecting us from sickness, disease and accident : and the Great Spirit for providing everything, and governing all things, although we do not see him now, and never will see him unless we are good.

Most of the dances engaged in were similar to those connected with the New Year ceremonies, but there were a few variations.

One feature was the more prominent part taken by the women, who, after the first dance, ranged themselves to the number of eleven on the south side of the song-bench, which always stands in the middle of the Longhouse, and parallel with its longer sides, that is, east and west. Before taking their places, one of them informed the leading man or master of ceremonies that the women desired to sing, and he made an announcement to this effect. Another man handed a rattle to each of the two women standing at the east end of the more southerly row. One of these rattles was made from about four inches in the middle of a cow's horn, the ends being closed with neatly fitted pieces of thin wood, through which the handle passed. The other was a small turtle shell, perfectly closed underneath and without any handle—in this respect being unlike the larger kind used by the men on the song-bench When in use it is grasped with a span crosswise, lower side up, and both it and the horn rattle were beaten on the palm of the left hand. When the end woman had sung a short song to the accompaniment of her own rattle—the horn one—and that of her neighbor, the instruments were handed to other two women westwards in the same row who also sang, and when all on that row had sung who cared to sing, the rattles were returned to the east end, when the woman who sang first handed them to the two who faced her on the northerly row, after which they were again passed towards the west as one woman after another agreed or refused to sing. Once more they were passed to the woman at the east end of the row, who handed them to the first singer standing opposite, who presented them to the man that gave them to her, who placed them in the log from which he took them at first, and the women dispersed to their seats.

* The Iroquoian belief is totally at variance with the ancient Algonkian form as set forth in a letter written to me by General J. S. Clark, on the Otonabee Serpent Mound, in which he says, "If the Thunder Bird had been allowed to propagate its species there would have been no chance of living on the earth with more than one, so the rattlesnake was constantly on the alert for the eggs, and while the mother bird was absent from the nest, engaged in tearing things to pieces generally, the rattlesnake was slyly crawling up crushing and devouring the eggs. The crushing of the eggs gave rise to the thunder."

While the singing was going on some of the women, with a larger admixture of European than of Indian blood, beat time to the rattles with their right feet, and it was observed that all of them seemed to derive a little amusement from the exercises, for in the passing of the rattles from hand to hand a few jocular remarks were sometimes interchanged, followed by quiet but hearty laughter.

Anointing of Heads.

After a few more dances in which both sexes, young and old participated, two middle-aged women on each side arose, one of each being provided with a small quantity of sunflower oil (resembling lard in appearance), in the lids of small tin cans, and, beginning at the northwest and southwest corners respectively, proceeded to anoint the heads of all present, one women holding the oil while the other used her right forefinger to take a little of it, which, being transferred to her left palm was then spread by rubbing between both hands, before being applied to the crown of each head with four down strokes. The two women on the north side of the Longhouse having completed their task before the other two, crossed to the south side and assisted in anointing some of the men there, an act which at least tended to show that there was no clan or other restriction connected with this ceremony, the purpose of which is to symbolize that fruitfulness or abundance which all present desire as a return for the labor connected with planting.

After this ceremony came the Four Night Dance, very properly so called, for it lasted upwards of three-quarters of an hour and supplied enough exercise to last any reasonable person a whole week! This dance was engaged in by men and women and was really a series of dances, for the music and steps changed frequently. Twelve singers occupied two song benches and sat six and six, one row facing the other. The chief singer had the drum, and six of the others were provided with rattles. Some of the women who had been engaged very actively in several of the former dances were first to come forward to this one, although they were well aware that it meant nearly an hour's brisk exercise. Perhaps this was why they all removed their head coverings. During the first fifteen minutes there were not more than fifteen women on the floor, but soon men dropped in, then more women and men promis-cuously (but those of each sex following each other immediately, the women leading), until when the dance closed with a whoop there were eighty-four on the floor, most of whom, it is needless to say, retired to their seats *very warm.*

The pigeon dance was performed without singers on the bench. Four men stood two and two near the east end of the Longhouse, and faced south, the two in front having a horn rattle a-piece. Singing for a few seconds without moving, they then began to circle (starting westwards) about the box-stove at that end of the building. For a few minutes it seemed as if these four were likely to have the floor to themselves, but as they warmed to their work, others, moved by the spirit of the song, the rattle and the rhythmical trip of the dancers, took their places, until the circuit of the dance included the song-bench as well as the stove. Up to this time only six women had joined, and as they came forward tripping in single file to the time of the music, they moved in a direction opposite to that of the men who opened their ranks to let the women go through. This extremely spirited dance attracted so many that it was soon necessary to move round the whole available area, and as the single file of women was much longer than the double file of men, many women formed in with the men, until there were in all, a hundred and twenty-two persons engaged, the lack of drum and noisy turtle-rattles being more than made up by the responsive whoops of the onlookers. This dance was quite unlike those of the same name I saw at the Seneca Longhouse.

Before the beginning of this festival, five or six women and girls were busying themselves in a shanty at the east end of the Longhouse preparing two large sugar-kettles full of corn-soup so-called, but which consists also of a considerable quantity of beans. The fire was lighted on the ground and over it the kettle was suspended from a pole supported by two crotched uprights on opposite sides of the fire Shortly after the opening of the proceedings two caldrons were brought into the Longhouse, each carried on a pole by two men and placed on the floor, one on the north, and the other on the south side of the stove at the east end, where they remained until the close of the afternoon dances, when a number of men proceeded to dip from the contents of one into tin pails and cups belonging to those present, while others distributed cakes and buns of wheat flour from a large basket that had stood on the top of the stove already mentioned, and into which basket many of the women on entering the Longhouse had emptied their contributions of this kind from baskets, tin pails and paper bags.

At this time (about half-past four o'clock) it was undecided whether to continue the dances immediately after the eating or to adjourn until eight or nine o'clock, and none of the chiefs or "warriors" could afford the least information, as the settlement of the question

was in the hands of the women, who ultimately considered very wisely to go on with the ceremonies, consume the rest of the soup, and get home with the children in good time

I did not stay to see the second part of the festival, having been given to understand that it would not vary in character from what I had seen.

During the whole time there was no other white man present but myself, and although I was a total stranger, I was treated with perfect courtesy. When the cakes were distributed a share was handed to me, I am quite sure I might have had a cupful of soup for the asking, and I am equally certain that if I had shown any willingness during the anointing ceremony, my head would have received its portion of the sacred sunflower oil.

Indians are neither offensively inquisitive, nor ostentatiously polite, and this holds true even when there is a good deal of mixed blood. I sat outside for a long time with several of the oldest Cayugas present, and here I observed very markedly the objections entertained by pagans to telling their names. I am unaware whether they imputed my questions to rudeness or to pitiable ignorance, and I could not very well explain that my motive was simply to ascertain to what extent they are still actuated by their ancient reticence on this point. The old notion was that when one mentioned his own name, he to some extent gave away a part of himself and thus allowed the other person to have some control over him—now, I am told, the belief is that to give one's own name is just "not lucky," but there is a great deal of apparent haziness as to what the bad luck consists in—a very similar state of mind to that which we so often find among ourselves when clinging to some shreds of superstition, or even to the superstition itself as being connected with good or bad luck, although the origin of the belief has long since been lost sight of, as, for example, in the placing of a horse-shoe over the lintel of a door, or the carrying of a horse-chestnut in one's pocket.

THE SENECA SPRING SUN DANCE.

On the Monday afternoon following the ceremonies in the Cayuga Longhouse, an After Seeding, or Spring Sun Dance was held in the Seneca Longhouse, little more than a mile distant.

The proceepings were opened in the usual way by an aged person rising to address those present—nine men and five women, after which

an old man in fantastic dress sang as he walked up and down on the south side of the song bench :—

"Yo yo-hoh-wah
Wah-wah-yo-hoh"

repeatedly, accompanied by "Heh-heh-heh" from those who were seated. The song closed with the whoop, "Wah-h-h-h!"

While the old man was singing he kept time with a horn-rattle in his right hand, and at the conclusion of his song he passed the rattle to a young man who also sang, stopping now and again to make short speeches.

The next performer was dressed in yellow loose-fitting toggery covered with spangles, but there seemed to be no significance whatever in his clothing. I inquired about this very closely, and was told that his "rig-out" was the result of mere whim on his own part. Both of the young men were accompanied in the musical parts of their exercise with the "Heh-heh-heh" of the others and the exercise closed as did the old man's song.

A lively dance for men and women followed. One of the most conspicuous performers was a young man in grimaldian costume, the clothing being of modern woven material, having as adjuncts a small bell at the outside of each knee, a string of bears' claws below each knee, and three eagle (?) feathers hanging from between his shoulders. Another was dressed somewhat less fantastically, his costume consisting of a close-fitting cap, surmounted by a plume, a white over-dress fastened round the waist with a red sash, trousers of dark serge, bound on the outside seams and round the lower edges with white, a string of bears' claws being tied below each knee, and he wore moccasins. He took the leading part in the dance so far as position was concerned, for he shuffled along at the head of the column, moving round the song-bench, but the young man aforesaid made himself the most conspicuous performer by his introduction of some "hoe-down" or colored minstrel steps, a liberty which was not resented by any one, and which tends to show that the power of tradition is weakening in the observance of such ceremonies, if it does not, indeed, prove that their old-time sacredness has to some extent been displaced by a mere desire for merrymaking, just as so many erstwhile holy-days among ourselves, are now only holidays.

Both of the costumed, and two of the other male dancers had their faces painted with vermilion.

Chief De-wuh-nā-do′-gah? (Tehayakwarayen—Hale)made a speech at the close of this dance, as he did at the close of the several succeeding ones, standing and beating time on the floor with a heavy walking-stick.

A long speech came from David Key, standing on the south side on one of the raised seats that run round the Longhouse, after which came a dance, lasting nearly an hour.

The same two speakers once more addressed the people briefly, and as each concluded there came from the audience a responsive "Yoh!"

By this time the members present had increased to nearly fifty.

A large kettleful of corn soup had been brought in from the shanty at an early stage of the proceedings, and this was now ladled out in small tin pails, the owners of which having also been served with bread handed round by attendants.

At ten o'clock the same night dance, song and speech were again in order. As in the afternoon, De-wuh-nā-do′-gah opened the proceedings. His speech was a short one of only ten minutes. There were but ten men and twelve women present at the opening. When the chief concluded, all the women rose and took their places at the north-east angle of the Longhouse, ranging themselves in line with the east end and facing westward. A young man handed a horn-rattle to the woman at the north end of the row. While the women were getting into position, nine men seated themselves facing north on the high back of a long bench, their feet resting on the seat proper. This bench stood on the north side of the room, and near the west end.

The woman holding the rattle, after saying a few words, which were responded to by the usual "Yoh!" sang a song in the low and plaintive key they always use, the men joining at intervals. The rattle was then passed from hand to hand, until she who was disposed to sing, retained it for the time being. Most of those in the row were of middle age, but in the group was a girl not more than fourteen years of age, and when the rattle came to her she kept it and sang very low and timidly, while the chiefs and warriors gave her unusual encouragement by the frequency of their responses. When the last woman had sung, the rattle was passed back to the first woman, who handed it to the chief. He spoke briefly and then placed it in the hands of his daughter, who had just entered and taken her place, not far from himself, on the north side and between him and the row of women. She sang in a stronger and clearer voice than any of the others had done. De-wuh-nā-do′-gah once more took the rattle

and placed it in the hands of a man nearest to him on the right Before this man rose from his perch on the back of the bench, he took off his hat as he stepped to the floor, where he sang in a very lively manner, while some of the women clapped their hands in time with the beat of his rattle, and the chief, himself, marked time on the floor with his walking-stick, as, indeed, he had done during the singing of all the women.

As the rattle passed westwards some of the other men also remained at rest on the floor as they sang, but a few of them paced east and west for a distance of about twelve feet in front of the others, who accompanied the songs with "Huh-huh-huh-huh-he! huh-huh-he!"

The dances that followed were similar in every respect to those already mentioned, and the proceedings came to a close about 2.30 the following morning by the distribution of the regulation corn soup and bread to all present.

On Tuesday forenoon, while I was at the house of Da-ha-wen-noud-yeh, one of several messengers who were sent out, appeared to announce that a Done-seeding, all-night dance would be held that night at the Onondaga Longhouse, only about a mile and a quarter from my quarters at Da-ka-he-dond-yeh's, but as the roads were bad and rain was falling heavily, I was unable to attend. I was assured that the doings would be exactly like those I had already seen, but having been so informed on other occasions, when I had afterwards observed some varieties and a few entirely new features, I regret that I could not be present at this Onondaga festival, the reference to which is mainly made to show how short the notice sometimes is, and that the nations do not hold their meetings in accordance with any rule as to time of day or night.

GREEN CORN DANCE.

As the name of this dance would imply, it takes place in the early fall, and is one of the chief festivals of the year. Three or four days before it has been decided to hold this feast, the time of which is regulated by the age of the moon as are the mid-winter and some other feasts, two "runners" are appointed by the leaders of the Longhouse to notify the members of the "nation." These men set out early in the morning from the house of Rariwenhaweh the Speaker, each taking his own way, and both agreeing to meet after they have performed their duties.

On entering a house the runner says, "The time has arrived for us to thank Niyoh at the Longhouse. It is the ripening time of the year. What the people have planted is now ready. Take all kinds

of food with you to the Longhouse as an offering to Niyoh. You should go there in the morning. On that day the Speaker will tell the people what all the proceedings mean. This is all I have to say."

After this six men are sent out to collect the best of everything the people have (usually wearing apparel) as stakes for the peach-stone game which will be referred to hereafter.

When the people have gathered at the Longhouse on the appointed day, the Speaker opens the proceedings by saying:

"Brothers, listen.

"I am the Speaker, and I will now tell you what our customs are. I will say how pleasant it is to see so many here this morning. Many of us have entered where we were shown the way, We are looking at one another pleased to see so many at this gathering. I will say that we should have heard before now if anything was going wrong. If any of us are ill we now wish favors for them.

"We now, having our minds together, express our thanks for the peacefulness that is amongst us here this morning.

"This is the number of words of thanks to ourselves.

"We thank the earth for all the things that grow for food, and for all trees and shrubs of every kind. We see all these things grow and they have a double use.*

"Rawen Niyoh made the streams for the earth's food. The trees, the shrubs and all things planted by the people need water, and all of living use the water in various ways.

"Now we are united in our minds in thanking Rawen Niyoh for having made all these things for our use.

"Rawen Niyoh also though it would be well to have a number of Thunderers. He gave them power to take care of the earth, He gave them cold water to use in their work—this shall be as everlasting as the people and the world. The Thunderers are at liberty to go among the people when they please, carrying cold water; and everything that grows is pleased when the cold water is brought to the earth. They are glad the Thunderers bring the cold water. Rawen Niyoh also gave the Thunderers to put down anything that might be unlucky to the people.

"Now we all join our minds to thank Rawen Niyoh for having done all these things for our good.

* The meaning of this is obscure, but it may refer to the use of plants for medicinal purpose as well as for food.

"Rawen Niyoh made the sun to give us light by day. All people are pleased with the sun. One day is sometimes shorter than another and some days are warmer than others, and all these are pleasing to the plants, the trees, and the crops of the people on earth. When daylight is gone and darkness comes, the moon takes the place of the sun in lighting the earth.

"Now we are united in our minds in giving thanks to Rawen Niyoh for having made the sun and moon for our benefit.

"Rawen Niyoh also appointed four heavenly persons to support us. This is pleasing to us. By day and by night they are watching over us, to keep us away from bad luck and from every kind of harm. This is very pleasing to us.

"Now we are joined in our minds to thank Rawen Niyoh for appointing these four persons for our good.

"Rawen Niyoh has left us here and we are pleased that he has. He has made us to move about with our bodies. He gave us life. He gave us power to think. He gave us sight. He gave us hearing. The people of the earth are made (modeled) after Rawen Niyoh.

"The number of us present at this gathering give thanks to Niyoh who is above, for all the good he has done for us.

"This is all I have to say."

After a long pause he announces the day's proceedings, beginning with the Green Corn Dance, after which the game of the dish and peach stones is played.

THE PEACH STONE GAME.

It is only in connection with the Mid-winter and Fall Festivals that the practice of public gambling is permitted. On these occasions there is high revelry.

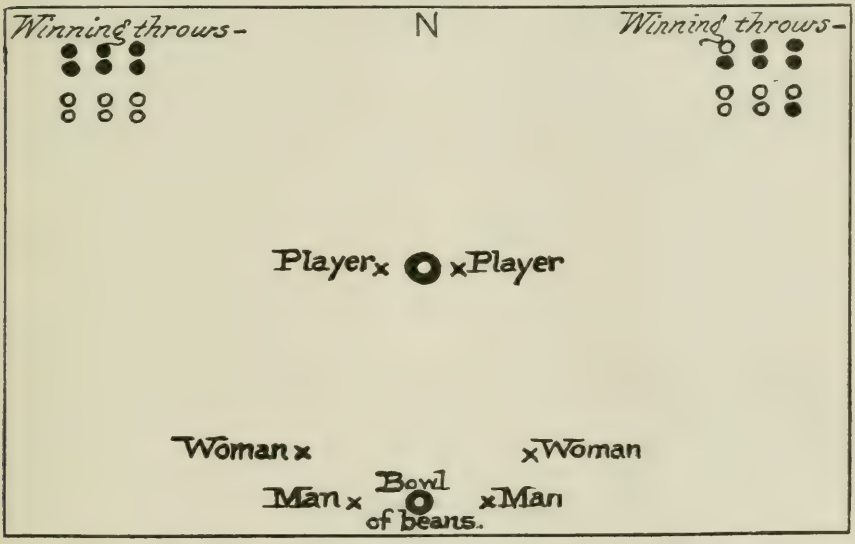
All the goods collected as stakes by the six men already mentioned, are piled in one or two heaps, the articles being tied or pinned in pairs with some regard to their respective values or uses; thus, there may be two silk neckties, two pair of moccasins, two shawls, or two strings of onagorha (wampum) which is regarded as taking first place at such times.

The "Old Men"* of the nation appoint two men—one from

* The Pagan Indians when supplying information make frequent mention of the "Old Men," who are not, as would appear, *any* old men, but certain seniors, who, either tacitly, or by arrangement are looked upon as sages. There are six of them; three represent the east end of the Longhouse and three the west. The present "Old Men" are John Styres, Abraham Buck and James Vanevery for the east, and Johnson Williams, Seneca Williams and Jacob Hill for the west. Geutes are not taken into account.

each side of the Longhouse to call out the male players, and, similarly two women for a like purpose.

A sheet is spread on the floor of the Longhouse, and in the middle of this sheet rests the wooden bowl. about fourteen or sixteen inches wide, and four to five deep, containing six peach stones rubbed down to smooth surfaces and blackened on one side. Near the south edge of the sheet is placed a vessel containing one hundred beans, from which stock seven are taken by each of the men who act as callers. When everything is ready the arrangement is as shown in the diagram; the players invariably sitting east and west



Before the game is begun, all present are exhorted by the speaker to keep their temper, to do everything fairly, and to show no jealousy, "because" says he, "the side that loses this time may be favored by Niyoh the next time, and it will displease Him should there be any bad feeling."

The first player takes the bowl by the edge with both hands and after a few preliminary shakes in mid-air he strikes the bottom sharply on the floor when the peach-stones rebound and fall back within the dish.

Winning throws are of four kinds, all white, all black, one white, or one black. All black or white means that the woman representing the winner receives from him who represents the loser five beans, but when only one white or one black bean shows face up, one bean is the gain. If, however, any player makes three successive casts, winning

five each time, he is allowed fifteen additional beans, and similarly, after three successive casts winning one each, he is allowed three more beans.

As long as a player makes winning throws he keeps his place, which, when he leaves is immediately taken by another—man or woman. In this way the game is continued until one side wins all the beans, and this may require only an hour or two, or it may take two or three days.

While the play is going on, it is not to be understood that the onlookers exemplify what is known as Indian stoicism. Anything but this. Excitement runs unusually high. Those on the side of the player for the time being, encourage him with enthusiastically uproarious shouts of—"Jagon! jagon! jagon!" Play! play! or Go on! go on! go on!, while the opponents yell with a sort of tremulous derisiveness "Hee-aih! hee-aih!" Nor is this all, for those on the opposing side make faces and grimaces at each other, and give utterance to all sorts of ridiculous and absurd things, hoping thus to distract the attention of their rivals, to discourage them, or in some other way to induce loss.

The scene is utterly indescribable, and can be fully realized only by those who have been present at a sale of wheat in the Chicago Board of Trade room.

When all the beans have been won the ceremonial game is at an end and the stakes are divided, each better getting his own article along with the one attached to it.

Similar games may be played afterwards "just for fun," as often as the people please.

The peach-stone game is one of the most popular gambling exercises on the Reserve, and is often played among friends in each others' houses. The Pagans religiously abstain from card-playing in accordance, it may be remembered, with the injunctions of Hoh-shah-honh and Sosé-a-wa, the immediate successors of Ska-ne-o-dy'-o, both of whom taught that as this was a white man's device it must be shunned.

Feast of the Skeleton.

[The account of this feast was given to me by Dah ka-he-dond-yeh.]

After the harvest thanksgiving, the women of any clan have in their hands the arrangements for, and the management of, a dance-feast.

Selecting two men, who because of being chosen for this purpose are called Ro-de-neh-ho'-rohn, meaning messengers "covered with

PLATE XVII. A.

Chief W. Henry and wife.

Chief Dyonwadon, Wm. Henry, Cayaga on both father and mother's side. His personal name is O-ja-keh-teh. His wife is a Mohawk.

PLATE XVII. B.

House of Chief Dyonwadon, built of logs set upright. The only house of the kind on the Reserve, and seldom seen anywhere.

PLATE XVIII.

Dancers at the Seneca Longhouse. Spring Sun Dance. 1898.

PLATE XVIII. B.

Yuh-stun-ra-gonh—Within the Stones—John Key (Tutelo). He was the last man who could speak the Tutelo language. His Tutelo name is said to have been Nas-ta-bon, One Step. His dress and other accessories were arranged for photographic purposes. He died in the spring of 1898. One informant gave me Key's name as Go-stang-on—Below the Rock, evidently another form of Yuh-stun-ra-gonh.

skins," these are sent out to invite all who are desired to take part. It is their duty also to collect food and clothing, after which the women meet to receive their report, and to appoint a night for the feast. The Ro-de-neh-ho'-rohn are again sent out to intimate the time when the feast is to be held, and to inform 'all whom it may concern' of what is required in the form of eatables.

A speaker Rot-ka-sá-he-reh having also been chosen by the women, it is his duty on the assembling of the guests to address them on how they should live and conduct themselves.

Then the Yah-go-ge'-we, or Head woman, (appointed by consent of all the other women) calls on a man to act as the singer of the evening and hands him the drum. It is said that the 'minstrel' is quite unaware of the intended honor until he hears his name called by the Yah-go-ge'-we, but as it must require exceptional skill and ability to sing fifty or sixty songs, even such as these are, no doubt the singer selected can scarcely be said to be surprised. The songs, so-called, are simply repetitions of unmeaning syllables similar to our "tra-la-la" or "fol-de-rol-de-ri-do,"—indeed, not much more complicated.

The singer seats himself at the middle of the song-bench, and astride of it, tapping his drum and singing in unsion with the time required by the dance. In the first dance only women take part, and as a matter of course, in the usual way, by merely moving sidewise with short and alternate shuffles of the heel and ball of the foot round the bench.

At the close of this dance there is a short recess, and in the dances that follow, men as well as women may take part. Other singers may now assist.

The same songs are sung again, followed by another recess—then another general dance, and if it is thought there is time to go through the performance once more before daylight, well and good, but on the approach of daylight the dance must cease.

At the close, the speaker thanks the Great Spirit for having kept the people safe through the night. The men and women then form a procession and march round the outside of the Longhouse, led by the Yah-go-ge'-we and the Singer, each holding a flap of the drum. * On

* The drum is not more than six inches in either direction. One end is solid wood. The other consists of a piece of thin leather stretched tightly by means of a wooden hoop which is pressed over it and downwards until flush with the edge of the drum. As the leather is not cut to fit exactly, an inch or more may be exposed in two or three places under the lower edge of the hoop. These are the 'flaps' here mentioned.

reaching the door again after this march, she takes the drum, removes the hoop, and puts the instrument away until it is again required for a dance.

My informant added that the belief is that a dance of this kind in spring would bring frost.

GENERAL OPENING ADDRESS.

All the ceremonial speeches are, as a matter of course, delivered by rote, and as the opening address is of special importance by way of showing us the trend of thought on festival occasions, it is here given with a literal translation, in which one may easily discover the results of Christian influence mingled with beliefs handed down from the days when the Red Man's ancient faith had no rival.

Dewadadehken Sewadahonsadat,
Brothers, listen,

Da-onenh I-ih kariwayendahgwen ken-i-ken orhhonhkeneh on-
Now I am entrusted with the morning's

waderiwadendi ne ne wahy tsiniyoh songawih raonha ne ne Songway-
doings what is so given us by Him Maker of

adihson, ken-i-ken yaghdekagondeh deyondennonweronssek-keh,
our bodies this must be the time of giving thanks

onenh dohkah niyonwedakeh wa'ont kennissah.
now when people are gathered.

Yaghten deyongwaderiyendareh ohniyoh tsityonhenyon
We do not know how we live

ken-iken kadi karihonnih yendewarihwadihonthoh oriwah Songway-
this then reason we pull word Maker

adihson. Songwawih ne ne tsiyongwatkennison toka-nityon ohnay-
of our bodies. Given us — at our gathering several of us how

awenneh aondon skaneh ya-e-dewanen ne ne ongwanigonrah nok
to make it do together we place our minds and

oksa ok da-e-dewadennonweradonh.
at once give thanks.

Etho niyoh ne ne oriwah ne ne tsinonweh tsityotye rentdon
This is so of the word where first begun

deyondonnonwerons.
to give thanks.

Etho kadi nithotyeradon ne ne tsiyonhontsi-a-datyeh shegon
This is then the way the world, going on yet

skennon kadi dewennondonnyon.
peaceful we are thinking.

Etho Ra-onhakeh dyoyenhdaghgwenh Songwayadihsonh.
This is from him begun Maker of our bodies.

Songwat-kawennih agwegon tsinahaten kayen kentho
He gave to us all this is to be found here

onhwentsi-a-keh yongwanigonhriyostagwah. Agwah kananon
on earth pleasing to our minds. Really filled

nyadekarondakeh ne ne wadonnis kentho tsiyonhontsiyade, ne ne
all kinds of trees growing here on earth and

onih ne-niyogwirasah yodonnih ongwanonhgwah ne ne onih ohhon-
also the shrubs growing for our medicine and also the

dehogonh deyontnegondahgwah. Ra-onha royenthonh agwegon
grasses for drinking.* He planted all

ken-i-ken gondadewenniyoh yodonnih.
this natural and free growth.

Da-onenh nonwah ken-i-ken kayonhadenyon, ne ne onih tsi
Now then this streams and also

yohnawerodon etho nonweh ne ne ongwe yetshenriyes kahnigon-
springs that is where human kind finding pleasant

riyostagwenh. Raweyennowanenh Songwanoronhgwah yedewag-
minds. He, the Master-idea Our Maker loving us all,

*For making drinks.

wegonh ne-eh kadi ehthotsih da-e-dewadennonweradonh tsinityon
and then there we give our thanks the number

kentho segon onhwentsiakeh tyonheh.
here yet (still) on earth living.

Da-onenh kadi oyah nonwah nikanigonroden yetsidewadihontholi
Now then another kind of mind we will pull

ne ne tsiyadewatshothons Thonedaghgwen ronaderihondeh, ohnekanos
setting sun Believers their duty cold water

enhadihhawissekkeh ne ne oni onthontkaweh tsinonkadi ne ne onhwen-
carriers and also let go to where on

tsiakeh ohnayawenneh ne ne a'ondarihadeh agwegon tsinahoten
earth how to make warm all that is

deyodonhotyohonh ne ne ondeyaronh ken-i-ken ne ne. Royenthon
wanted full growth. He planted

Songwawenniyoh. Ongwe onih othenenh yagoyenthon ne ne ken-i-ken
Our ruler so human kinds also something planted this

ayagonhehgwenh skaneh kadi yedewadennigonrayenh deyethinon-
to live upon peacefully then place our minds to thank

weradonh ken-i-ken Dewatshothons Thonedaghgwen Yethisotha
them these Setting Sun Believers our grand-parents

Radiwerens.
the Thunderers.

Da-onenh kadi nonwah oyah nonwah nikanigonroden oriwiyoh
Now then another kind of mind sure word

yorihowanenh ken-i-ken ne ne Ra-onha ongwadadekenhah Dehoswa-
great He our Brother The

thedonh ne ne kentho onwhentsiakeh.
light here on earth.

Dewadennonweradonh yongwatshennonnih Tyongwehogonh
We give thanks our minds are pleased we people

dewanakereh tsiniwakatsdeh ne ne onwhentsia.
settled lasting age the earth.

Songwayadison katkeh onenh enhadatdih ehthoneh nonweh
Maker of our bodies when? now speaks there on

enkayadendaghneh ken-i-ken ne ne Ronwarihondaghgwenh ne ne
will fall (cease) his official duty

ra-onha ne ne Karahgwah.
Him the sun.

Da-onenh kadi oyah nonwah ne ne toka katkehnonweh enyago
Now then another thing if at any time should

noronsseh ne ne a'onsayondatrewadeh ne ne ongweh ethoneh nonweh
fail to regret human kind that is

niwathawih denhadensdeh Tsidehhoswathedonh tsiniwehniseradenyonh
times will stay (stop) His light throughout the days

ne ne kadi aoriwah dewadennonweradonh segon ne ne Ra-onha
that is reason we give thanks yet He

Rohnigonhranironh nok ne ne I-ih non kadi orihwiyo hwahy tsi yong-
strong mind but I am sure ? that we

wenden esoh tyongwaseronnenhthah nok senhhakiok segon karag-
are poor much short comings and for all that yet Sun in

wareh ne ne entyehkeneh. Rawen Niyoh dehoswathededonh ken-
its place during the day He said so (God) giving light (so)

i-ken kadi watgwanonweradon.
this then we give our thanks.

Da-onenh oyanonwah ehnidah ahsenhonneh ne ne Roderihonda-
Now another moon by night His duty

hgwenh ne ne tsi thonigonriyo'onh ne ne Songwayadihson. Yagh
it was his pleasure Maker of our bodies No never

nonwenden ne ne deyongwaderiyendareh ohniyoh tsityonhenyonh.
time do we know how we live.

Ongwe yawedowanen tsinahoten en-yagodeniyendens kentho onhwen-
Human kind many are somewhat tempted here on

tsiakeh ne ne tsiyagodohetsdonhatyeh.
earth as they are passing.

Da-onenh oyanonwah katkeh toka onenh ne ne onwaderiwadendih
Now another when if now begin matter

Ra-onha Royaner Rayadagweniyoh ehtho niyoh ne ne tsiyongwadeni-
He Chief Master there so according to

seradenyon sewatyerens ne ne on-hwentsiakeh sakawisdohdeh ken-i-ken
our days sometimes on earth cold again

tyetgonh nonweh niwathawih wadoken enhs (thanon oneih wadokenh)
always times stated (and or also) too,

tsiniwat-hawi onenh sonhdarihadeh ehthoneh onenh wegondeyaronh
time passing now warm again then now grow up (ripen)

tsiok nahoten ne ne kayenthoseronh.
ever what is planted.

Awegon ne ne exaaogon onhwentsiokeh, ehtho non weh yagots-
All children on earth there are

hennonnih s'kanigonrah yagotsdon.
pleased one mind in use.

Da-onenh oyanonwah ne ne Gondironhyakerononh akdah
Now another angels they closer

tyonatgwidonh tsinonweh ne ne ongweh niyens kentho ne ne onhwen-
moved where human kind travels here on

tsiakeh ne ne ohnayawenneh dosah a'onsayengwanigonrhenh Ra'onha-
earth how to manage not to forget in Him

keh tsinonkadih ne ne Songwanondens; yaghten kadi nenneh dayong-
in the matter of our Supporter; no injury

wakarewaghte tsideyongwadawenryeh nok kih tyetgonh yonkinigon-
to us in our travels but ? always watching

rareh waghsendadenyon nok oni ne ne weniseradenyon ne ne ken-i-ken
over us by nights and also by days.

Rawen Niyoh sagorihondagwennih ne ne gondironhyakehrononh ehtho
He, God appointed these they the heavenly beings there

niyoreh nenwakatsdekeh tsikiniyoreh ne ne niwakatsdeh ne ne
so much everlasting so many to the end of the

onhwentsia.
earth.

Ehtho oni nenyohdenhakeh tsiniyoreh denthadadih Ra'onha nene
There also shall be such not until (He) speaks again He

Songwayadihson. Ne ne kadi tyetgon yayongwadenhnigonragwenoni-
Maker of our bodies always should be united in our minds

hakeh tsinityonh ne ne yonhwentsiagwegonh segon yongwadadenronh
member of us all over the earth yet are left

s'kennenh s'kaneh deyongwadennonweradonh ken-i-ken niyengwari-
pleased together we are giving thanks according to

hoten Ra'onhakeh nonkadi Songwayadihsonh Songwayrih wa wih·
our custom from Him Maker of our bodies He gave us.

Ethe ni ka wen na ke.
That is all I have to say.

THE CHILDREN'S NEW YEAR TREAT.

On New Year morning boys and girls in small parties go from house to house saluting the inmates with "Nuh Yahr" (an evident corruption of "New Year") in expectation of something toothsome, and they are usually treated to cakes and candies provided for the

purpose. Calls of this kind must be made before noon, after which the older people don't care to be bothered, and refuse any substantial return for the youngsters' salutation.

Nephews and nieces call on their uncles and aunts, and grandchildren on their grand-parents, who, in expectation of the visits, provide as gifts small human-shaped figures of baked flour sweetened and mixed with currants, or otherwise seasoned. Such gifts are highly esteemed by the recipients as something peculiarly indicative of blood relationship. Children who are so treated get nothing else.

[From Dah-ha-he-dond-yeh. (Trees in a row.)]

This is rather a Christian than a Pagan custom, but it gives us a glimpse of society on the Reserve.

THE WORD "NIYOH."

The derivation of the Iroquois word for God—Niyoh, pronounced *nee-yoh*, or *nee-o*, with a much prolonged and emphasized *e*, has long been a matter of dispute. Schoolcraft and others since his time have claimed for the ancient Indian, on the basis of this word, a once well-established monotheistic belief, but as it is now generally conceded that prior to contact with the white man no North American Indian professed to believe in *a* Great Spirit, although he certainly did acknowledge a host of spirits, it is evident that the accepted word for God must either be an old word with a new or modified meaning, or else a totally new word—one coined for the occasion.

In the *Book of Rites*, note B, p. 176, Hale has quoted approvingly from that eminent authority, M. Cuoq (who died this summer, 1898,) showing that the word Rawenniio signifies "He who is Master," and Mr. Hale suggests the probability of the word having been derived from *kawen* or *gawen*, meaning "to belong to anyone." But while it would be imprudent to take issue with such authorities, it may be pointed out that in a case of this kind, the change from *kawen* to *rawen* is not a likely one, and that, moreover, a more probable root exists in *niyohwen*, or *niyahwen*, meaning "thanks" for we know that the spirit of gratitude enters largely into Iroquoian ceremonial addresses, forming indeed, the chief part of them. If, as is pointed out in the note referred to, the termination *iyo*, *iio*, or *eeyo* had originally the sense of "great," M. Cuoq's line of reasoning would force us to the conclusion that only the adjectival part of *rawenniio* remains with the introductory nasal, although no reason is afforded at the outset for the spelling of *rawenniio* with two *n's*, one of which is quite unnecessary if the word be derived from *kawen* or *gawen*, as he supposes.

An easier and more likely, because more natural derivation might be found in the Iroquoian phonic equivalent *niyoh*, or *niyah*, in common use adverbially. Having pointed this out to Mr. Brant-Sero he has supplied the following illustrations:—O ni yoh? How so, or how is it so? O ni yoh sa nis ten ha? How (so) is your mother? Oh hon don eh ni yoh; first, or previously so. Wah ki ron kenh ni yoh: I said it was so. From these examples we observe that the word is used to signify fact, truth, condition, existence: all shades of one meaning, from which it might be argued that it would not be difficult to see how *niyoh* might come to signify the great truth, the supreme existence, the Great Spirit, in which case it would be closely analagous to the ancient Jewish "I am," but no doubt the objection would be at once raised that such an adaptation involves more abstract reasoning than the Indian usually employs.

But Dr. D. G. Brinton throws discredit on all attempts to trace the derivation of the word from an Indian source. In his *Myths of the New World*, 3rd edition, p. 70, he writes:—"The supreme Iroquois deity Neo or Haweneu, triumphantly adduced by many writers to show the monotheism underlying the native creeds, and upon whose name Mr. Schoolcraft has built some philological reveries, turns out on closer scrutiny to be the result of Christian instruction, and the words themselves to be corruptions of the French *Dieu*, and *le bon Dieu*!" In a foot-note to the foregoing, Dr. Brinton adds, "Mr. Morgan in his excellent work, *The League of the Iroquois*, has been led astray by an ignorance of the etymology of these terms. . . . Mr. J. N. B. Hewitt offers a less probable etymology, Great Voice, refering to the thunder."

PAGAN HELL.*

Beautiful Lake's ideas respecting hell were as peculiar as they were homœopathic, for "at one time" So-sé-ha-wa declared, "the four messengers said to Beautiful Lake, 'lest the people should disbelieve you, and not repent and forsake their evil ways, we will now disclose to you the House of Torment, the dwelling place of the evil-minded.' Beautiful Lake was particular in describing to us, all that he had witnessed, and the course which departed spirits were accustomed to take on leaving the earth. There was a road which led upwards, at a certain point it branched; one branch led straight forward to the home of the Great Spirit, and the other turned aside to the House of Torment. At the place where the roads separated were stationed two keepers, one representing the Good, and the other the Evil Spirit.

*See foot note p. 73.

When a person reached the fork, if wicked, by a motion from the evil keeper, he turned instinctively upon the road which led to the abode of the evil-minded. But if virtuous and good, the other keeper directed him upon the straight road. The latter was not much travelled, while the former was so frequently trodden, that no grass could grow in the pathway. It sometimes happened that the keepers had great difficulty in deciding which path the person should take, when the good and bad actions of the individual were nearly balanced. Those sent to the House of Torment sometimes remain one day (which is there one of our years). Some for a longer period. After they have atoned for their sins they pass to heaven. But when they have committed either of the great sins (witchcraft, murder and infanticide), they never pass to heaven, but are tormented for ever."

So far, the reader will have no difficulty in tracing Christian influences at every step, but in what follows there is a little more originality, with a touch of the old time wizard's wand.

"Having conducted Beautiful Lake to this place, he saw a large and dark-colored mansion covered with soot, and beside it a lesser one. One of the four then held out his rod, and the top of the house moved up, until they could look down upon all that was within. He saw many rooms. The first object which met his eye was a haggard-looking man: his sunken eyes cast upon the ground, and his form half consumed by the torments he had undergone. This was a drunkard. The evil-minded then appeared and called him by name. As the man obeyed the call, he dipped from a caldron a quantity of red-hot liquid and commanded him to drink it, as it was an article he loved. The man did as he was directed, and immediately from his mouth issued a stream of blaze. He cried in vain for help. The Tormentor then requested him to sing and make himself merry, as was his wont while on the earth, after drinking the fire-water. Let drunkards take warning from this. Others were then summoned. There came before him two persons, who appeared to be husband and wife. He told them to exercise the privilege they were so fond of while on the earth. They immediately commenced a quarrel of words. They raged at each other with such violence that their tongues and eyes ran out so far they could neither see nor speak. This said they (the Four Persons) is the punishment of quarrelsome and disputing husbands and wives.

Next he called upon a woman who had been a witch. First he plunged her into a caldron of boiling liquid. In her cries of distress, she begged the Evil-minded to give her some cooler place. He then

immersed her in one containing liquid at the point of freezing. Her cries then were that she was too cold. 'This woman," said the Four Messengers, 'shall always be tormented in this manner.' . . . The Evil-minded next called up a man who had been accustomed to beat his wife. Having led him up to a red-hot statue of a female, he directed him to do that which he was fond of while he was upon the earth. He obeyed, and struck the figure. The sparks flew in every direction, and by the contact his arm was consumed. Such is the treatment, they, said awaiting those who ill-treat their wives. . . . He looked again and saw a woman whose arms and hands were nothing but bones. She had sold fire-water to the Indians, and the flesh was eaten from the hands and arms. This, they said, would be the fate of rum sellers.

Again he looked, and in one apartment he saw Ho-ne-ya'-wus (Farmer's Brother) his former friend. He was engaged in removing a heap of sand, grain by grain; and although he labored continually, yet the heap of sand was not diminished. This, they said, was the punishment of those who sold land.

Adjacent to the House of Torment was a field of corn filled with weeds. He saw women in the act of cutting them down; but as fast as this was done, they grew up again. This, they said, was the punishment of lazy women." *

The infliction of such penalties is quite as reasonable as is that of those we read of in classic and other mythology—indeed, some of the above are, in a way, suggestive of Midas, Tantalus and Sisyphus, but they are no doubt of purely native origin.

SPRAYING OF HEADS.

On the occasion of public festivities, members young or old, male or female, of any gens desiring to guard against primary disease, or to prevent the occurrence of any maladies with which they have already been afflicted, make known their wishes to the head-man, or master of ceremonies, for the time being. As the head-man for the year is appointed by the assembled women, alternately from the Two Brothers' and the Four Brothers' ends of the Longhouse, it is his duty to state the case to those on the opposite side † one of whom makes a suitable reply.

* Morgan's League of the Iroquois, pp. 252-5.

† The terms "opposite side" and "opposite end" as applied to the Longhouse are equivalent.

Preliminaries having been settled, the persons who wish to be sprayed take their seats, facing outwards, with bowed heads, on the end of the song-bench in the middle of the Longhouse, but in no wise interfering with the performers, who handle the drum and rattle as they sit astride of the bench, near the middle, and facing each other.

The sprayer, who may be a man or a woman, a boy or a girl, is supplied with a vessel (those I saw used were small tin cans) containing water sweetened with sugar and the juice of blackberries or of huckleberries, which preparation must be made by the person who is to be charmed. The operator first pours from the vessel into a cup, or into the lid of the can, a small quantity of the mixture, which he takes into his mouth, and immediately ejects in the form of fine spray on the bowed head of the person desirous of his good services. A second time he pours some of the liquid into the cup, and this portion he holds to the mouth of the charmed one who quaffs it; then replenishing the cup for a third time he drinks himself.

Although this appears to be all that is required to complete the charming process, I observed that in many instances two or more, (in one case six) persons sprayed a single head, and as the would-be-charmed one did not supply so many charmers with the spraying preparation, one or more of the latter must have contributed their services in a complimentary way.

It was also noticed that there was no apparent rule as to age or sex on the part of the sprayers and the sprayed. Men sprayed women, girls and boys: and these, in like manner, sprayed one another as well as men.

As the dancers were usually moving round the song-bench while the spraying ceremony was going on, some of them paused to take a drink of the ceremonial liquor from the ceremonial cup, but this, I was told, was an abuse that would not have been tolerated some years ago.

One informant stated that the composition of the liquid was on account of the bear's well-known fondness for sweets and fruit.

Another told me that the ceremony should be performed during or in connection with, the bear-dance only, but I saw it done several times when other dances were going on, and even when there was no dance at all. The present custom may thus be an illustration of lapse from former ceremonial rigidity.

From another I learned that the bear possesses the mysterious power of making an Indian see ghosts (though by what means I could not learn) and that the spraying ceremony is intended, or was intended to keep the bear in good humor.

A fourth mentor stated that the breathing out, that is the spraying, or blowing, implies force or power, in the sense of driving away evil influences, or the spirits that cause disease.

In any event, it seems plain that the practice is one that has been transmitted from the time when the medicine man was in all his glory.

In the Jesuit Relations several references are made to the practice of *blowing*, or breathing on sick persons. The following quotations show that if blowing was not identical with *spraying*, as I have called it, there is at any rate a good deal of similiarity. If the latter is not an actual survival of the former, it would seem to be a modification of it.

"A juggler," says Lalemant, "seeing the child's distress, promised the father that if he would allow him to beat his drum and breath upon his son, he would cure him in a little while."*

"Therefore God, who often employs the sins of men as instruments to punish them, permitted that, on account of a medicine man blowing upon her and giving her some potion, she should not be effectively urged to accept Baptism.."†

The following year Le Jeune writes, "The Sorcerers and Jugglers have lost so much of their credit that they no longer blow upon any sick person, nor beat their drums, except, perhaps, at night, or in isolated places, but no longer in our presence."‡

"It happened . . . that a Sorcerer or Juggler was breathing on a sick person at about ten o'clock at night, because he dared not do it in the daytime."§

"I have often said that the name 'Sorcerer' is given here to certain Jugglers or charlatans who engage in singing, blowing upon the sick, consulting Devils, and killing men by their charms."¶

"A Captain [chief] had some ask him [a sorcerer named Pagaronich] to blow upon a sick man, offering him a large porcelain collar."‖

There would appear to be some virtue connected with merely taking into the mouth and then ejecting. Le Jeune writes of what happened on February 4th, 1637, says: "At this time we had an amusing encounter; upon carrying some broth to a sick woman, we found the Physician there. He is one of the most dignified and

*_Relation of 1647_, Cleveland ed., vol. 31, p. 227. See also p. 225.

†Le Jeune's Relation, 1637, vol. 13, p. 137, Cleveland ed.

‡Le Jeune's Relation, 1637-38, vol 14, p. 223 " "

§Letter to Father Le Jeune from Three Rivers. *Relations des Jesuites*, Cleveland ed., vol. 16, p. 55.

¶Same vol. 149.

‖Same vol., p. 157.

serious Savages that I have seen. He took the broth, looked at it, and then drew out a certain powder that he had in a bag: he put some of it in his mouth, spat it out upon the broth, and then choosing the best of it, made the patient eat." *

J. O. Dorsey, in his chapter on Jugglery, in "A Study of Siouan Cults," says, that "Gahige-wadayiñga used to stab himself with an arrow-point, causing the blood to spurt from his left shoulder as he danced. The other skamans used to spurt water on his back from their mouths . . . When they finished no wound could be found."

The Rev. A. G. Morice supplies an illustration of "blowing" among his people and gives us the belief entertained in connection with the custom. He writes:—

"As they (the Carriers)† are about to set fire to the pile of wood on which a corpse is laid, a relation of the deceased person stands at his feet and asks him if he will ever come back among them. Then the priest or magician with a grave countenance, stands at the head of the corpse and looks through both his hands on its naked breast, and then raises them towards heaven, and *blows through them*, as they say, the soul of the deceased, that it may go and find and enter into a relative."

DREAM INTERPRETATION.

During the performance of the dances in the New Year's celebration, a small group of men, each night, on the north side of the Long-house, and opposite the song-bench, discussed very earnestly the interpretation of certain dreams, respecting the meaning of which the dreamers were in doubt, for it appears that the members of the Pagan community have nearly or quite as much faith in communications of this kind as we know their forefathers had centuries ago,‡ and as not a few white Christian people still entertain.

As explained to me, the so-called interpretaton has a strong family resemblance to some of our boyhood's guessing games.

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* In Dr. Franz Boaz's voluminous treatise on the Kwakiutl Indians, in the Smithsonian Report for 1895, page 569, it is mentioned that a 'chief speaker' at the Winter Ceremonial celebrations of the Kwakiutl at Fort Rupert, sung a secret society song, using these words:—

"I tried to tame them . . . by the power of magic my friends;
I blew water upon them to tame them my friends."

† The Carriers are a branch of the Dené stock in northern British Columbia.

‡ "The Savages have no stronger belief than in dreams. They are their orders which they obey as a soverign Divinity." *Jesuit Relations*, vol. 22, p. 227.

A. dreams and tells his dream to B. B. then proceeds to interrogate C. who is entitled to know at the outset whether the object in question is a living or a dead one. With the assistance of friends who may be interested, or who may simply join for amusement, the guessing goes on. When, in course of time, the name of the article has been hit upon, the interpreter decides as to the meaning of the dream, and what action, if any, should be taken by the dreamer.

For example, should a member of the Deer clan dream something in which one of the Turtle clan, a boy, a bow, or a sled and an accident are involved, the decision may be that the dreamer shall present the child with a bow, or a hand-sleigh.

Unsatisfactory as is the method and purely arbitrary as the decision may be, the one is quite as philosophical, and the other likely to be even more logical than the so-called reasonings, and truly absurd conclusions of dream-slaves among ourselves.

IROQUOIS MUSIC.

The dance-songs and ceremonial chants of the Indians strike the unaccustomed ear as wails or weird recitatives. As a non-musical authority, I would say they are pitched in minor key, resembling in passages songs and lullabies of the Scottish Highlands. One of the former as sung by the women, struck me as bearing a strong resemblance to a familiar cradle-song.

They appear to be of simple construction, reaching neither very high nor very low notes, but at times becoming modified in such an unusual way as to be difficult of imitation by any but Indians.

The beat of the tiny drum, or of the gourd or turtle-rattle, is not in time with the vocal utterances, and when dances accompany the songs, the "trip" is taken from the former, in unison with the "Heh! heh! heh's!" or the "Hoh-huh-heh-hoh-huh-heh's" of the chorus.

Another peculiar feature of these performances is the sudden way in which they are terminated. There is no previous downward tending of the voice to indicate that the conclusion is near—the music simply stops in many instances as if the singers had been abruptly interrupted in the middle of a note, and this is followed by a general whoop, as has been pointed out when describing the Mid-Winter Festival.

It may be guessed that the tone of the songs does not, to white ears, carry with it the impression of joyousness. At least I have not heard any that might be so characterized. Occasionally when the

dance becomes "fast and furious" in accordance with increased rapidity and volume of utterance on the part of the singers as well as of the dancers themselves, smiles may play briefly over some of the countenances, but this is rather because of the exhilaration arising from the *vigorousness* of the performance, than on account of any musical spirit in the composition.

The desirability of securing as correct records as possible of the Iroquois musical notation, having been recognized by Dr. Ross, Minister of Education, I was authorized by him to bring to Toronto Ka-nis-han-don, who for several alternate years has acted as head-man of the ceremonies in the Seneca Longhouse, that some, at least, of the principal songs might be dictated to a musical expert; and we may regard it as a peculiarly fortunate circumstance that we were able to secure the extremely valuable services of Mr. Alexander T. Cringan, musical superintendent of Toronto Public Schools, to interpret and record Ka-nis-han-don's utterances. As Mr. Cringan entered sympathetically into the spirit of the work, and as our Indian dictater did everything in his power to furnish the notes, it may be assumed that the versions appended to Mr. Cringan's report are as nearly correct as possible.

Subjoined is Mr. Cringan's statement:—

"The music of primitive races presents a field for investigation of deep interest to the musical student. Much has been written of the music of the Chinese, Hindoo, Negro, Japanese and Celtic races, but, of the music of the North American Indians, reliable information has been exceedingly difficult to obtain. With the exception of the Negro all of the races mentioned have a musical literature, notation, system of musical theory, and variety of musical instruments which have descended from their progenitors of hundreds and even thousands of years ago. With the Indians of North America the case is entirely different. They are possessed of no musical literature, their songs have been handed down through countless generations by tradition and without the assistance of musical notation in any form, while their musical instruments are of the most primitive character. The folk-songs of any people must of necessity partake largely of the national character of the people themselves. In them are portrayed the emotions, aspirations and feelings by which they are dominated. In the folk songs of the Indians we have a musical picture of the history of their race intensely interesting and instructive. It must not for a moment be supposed that the melodies as here given are exactly the same as when they were first launched into the life of the primitive people of the forest. The form in which they first appeared can

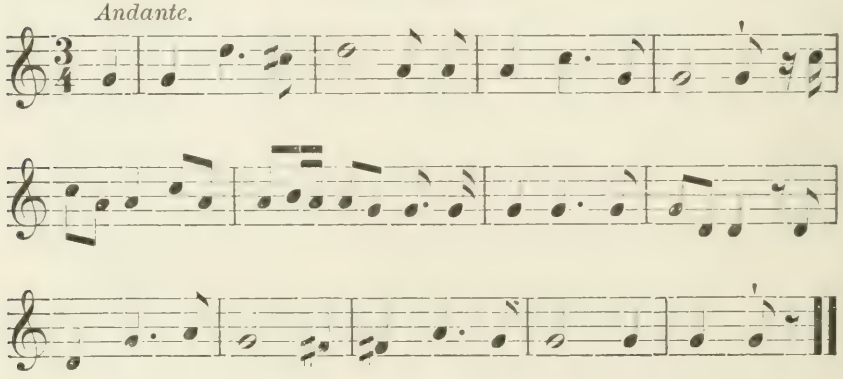
never be known. Whatever it may have been at its birth its transmission from generation to generation through centuries must have been accompanied by many modifications consequent on the varied individualities through whom the transmission has been made. The form in which they now appear must be accepted as the cumulative result of the many additions, modifications and influences of the various generations through which they have passed.

"The attempt to represent such melodies through the medium of modern musical notation has been attended with a certain amount of difficulty. In most cases the tonality was somewhat uncertain on account of the numerous grace-notes by which the melodies were ornamented. In addition to this, rhythmic accent can scarcely be said to exist in the melodies as sung by a native performer. Some of the songs are sung to the accompaniment of a rattle made from the complete shell of a turtle in which a number of cherry stones or grains of Indian corn are enclosed and, strange as the effect may seem to musical ears, this rhythmic accompaniment has absolutely no connection with the rhythm of the melody. The rate of movement in the melody may be accelerated or retarded but that of the accompaniment remains constant throughout. These conditions made it exceedingly difficult to determine the nature of the rhythm until it had been repeated several times. However, Ka-nis-han-don, who sang the melodies for me was very patient and obliging, and seemed to be determined that nothing should be lacking on his part which would assist in securing a correct notation of his native melodies.

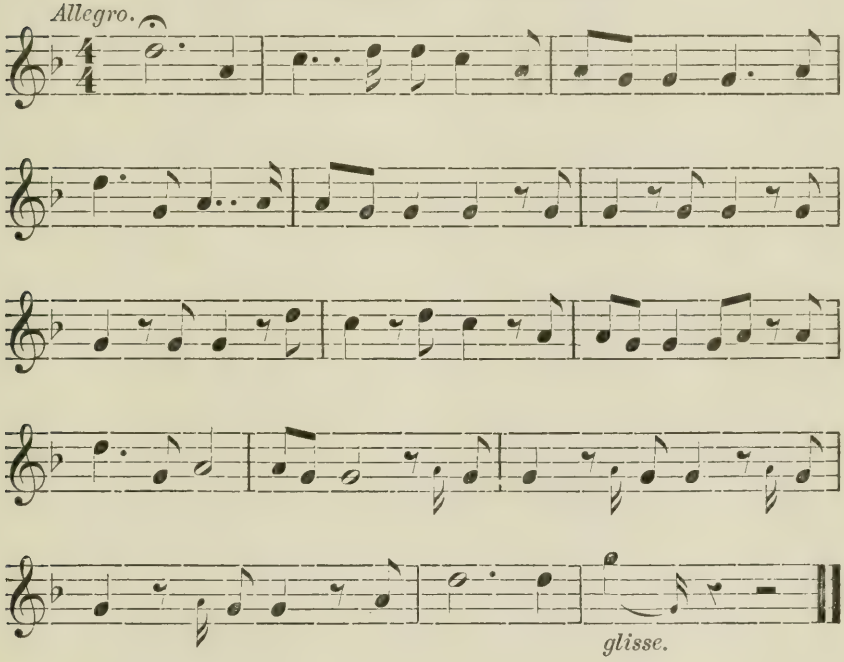
"The general impression conveyed by the various melodies is that they are based on the *Pentatonic Scale* employed by the ancient Chinese, Japanese, Hindoos and Celts. As its name implies, this scale consists of five tones only. It may be represented by the black keys of the pianoforte, from which it will be observed that the fourth and seventh tones of the modern diatonic major scales are absent. Mr. J. Muir Wood of Glasgow has drawn attention to the fact that this scale may be played on any purely diatonic instrument at three different pitches by commencing on C., F. or G. This fact has been used in explanation of the employment of the pentatonic scale in all of the ancient Scottish folk-songs which remain unaffected by modern influence. The Iroquois Indians somstimes employ a very primitive instrument resembling the ancient *flute-a-bec* which produces only the tones of the diatonic scale. It is made of two pieces of wood hollowed throughout their entire length and bound together in the form of a

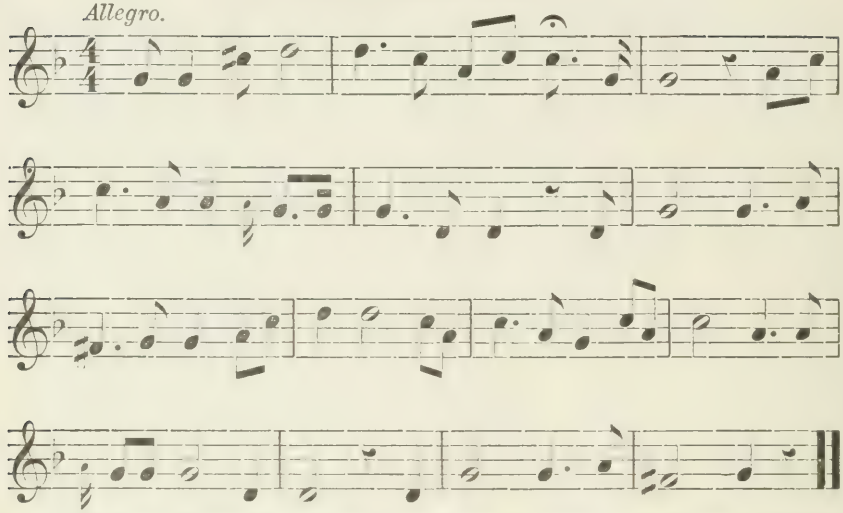
cylindrical tube by means of cords. The opening at the upper end is much smaller than that of the lower, being about one-fourth of an inch in diameter. The tone is produced by blowing into the upper end, the stream of air being projected upon the thin wedge-shaped edge of an opening about three inches from the upper end, as in the organ pipe or the well-known penny whistle. While the general impression of the melodies is that they are based on the pentatonic scale, in common with those of the ancient races already mentioned, they contain many evidences of the influence of a more modern tonality. At this there need be no surprise when it is considered that the Iroquois have for years been accustomed to mingle with the whites by whom they are surrounded, and that in their reserves they have brass bands which play, not native Indian music, but the music in common use among similar bands throughout civilized Europe and America. It must naturally follow that a people who have assimilated much of the dress, habits and customs of their white fellowmen cannot fail to have been influenced by the music with which they have been brought into contact. In this manner many of the phrases, which undoubtedly belong to the music of the whites, may have been assimilated, consciously or unconsciously, until they have become so closely associated with the music of the Indians as to be accepted by them as belonging to their traditional melodies. In this respect the melodies may be considered as mirroring the history of the people themselves. Previous to the advent of the whites the Indian lived exactly as his forefathers had done for centuries, but now he has adopted many of the habits and customs of his conquerors and some of his own have become mere traditions.

PIGMY SONG.

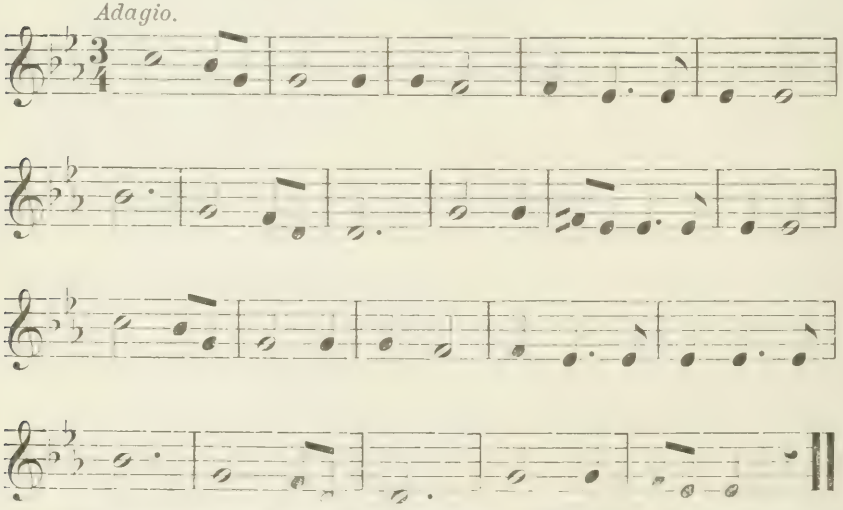


In the Pigmy Song the evidences of modern influence are probably more marked than in any of the others. At the commencement the tonality is very uncertain, as it might, at first hearing, be assumed to be in G. major. The C. *sharp*, however, is merely an auxiliary note which is cancelled by the C. *natural* in the third measure. The F. *sharp* introduced towards the close clearly gave the impression of a modulation to the dominant when sung by Ka-nis-han-don. The sudden ending on the half-beat is decidedly striking. This I am informed is characteristic of many of the Indian melodies.

BIG FEATHER DANCE SONG.

In the Big Feather Dance we have a melody based on the pentatonic scale of D. minor from which the notes B. flat and E. are necessarily absent. The complete absence of the F. is an interesting feature of the melody which reduces the number of notes actually employed to four. The upper G. at the close gives a merely approximate representation of what was sung. This was a whoop which commenced on the note indicated and ended in a glide downwards of very indefinite length.

BEAR DANCE SONG.

The Bear Dance Song contains many interesting points, among which are the leap of an augmented fourth in the first measure and the introduction of the F. sharp in the seventh measure with a repetition of the same phrase at the close. The latter clearly suggests the key of G. minor although the third of that scale is absent.

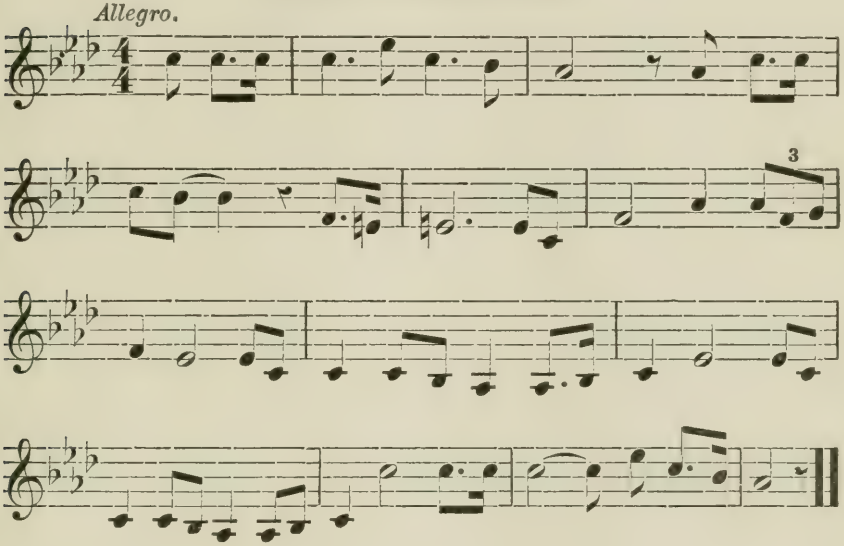
SONG OF THE WHITE DOG.



The Song of the White Dog contains every note of the modern scale of E. flat but the fourth. The augmented second in the tenth measure adds to the weird effect of the melody which is among the

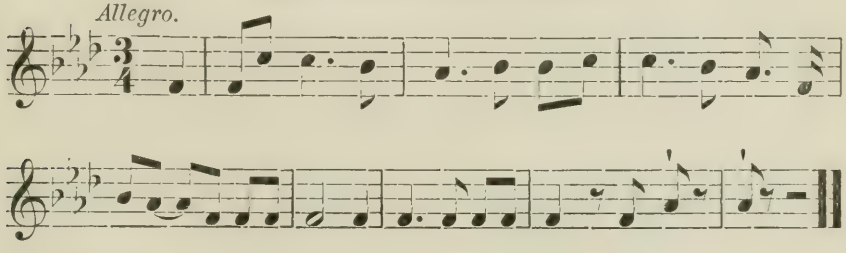
most interesting of the collection. The tonality is variable being sometimes in E. flat, but more frequently in C. minor. The abrupt ending on the half-measure is another instance of this characteristic close.

PIGEON DANCE SONG.



In the Pigeon Dance Song we have a melody in which the tonality closely resembles that of modern compositions. Commencing in A. flat major, it modulates to F. minor for two measures and returns to the original key. The fourth of the key, however, is never present, indicating that the influence of the old pentatonic scale remains too strong to be easily overcome.

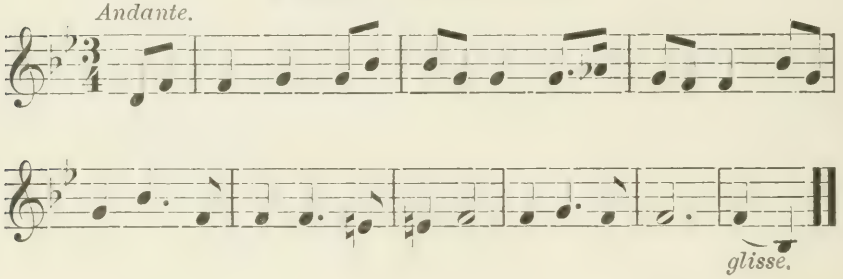
GREEN CORN DANCE SONG.



The Green Corn Dance Song is among the most ancient known to the Iroquois. It contains four notes only of the key of F. minor.

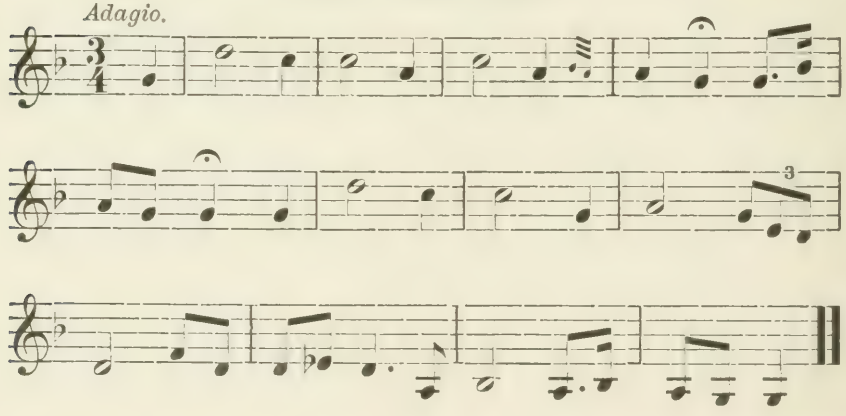
The syncopated rhythm in the fourth measure is a marked characteristic of Indian melodies, which may be observed in other numbers of the collection.

WOMEN'S DANCE SONG.

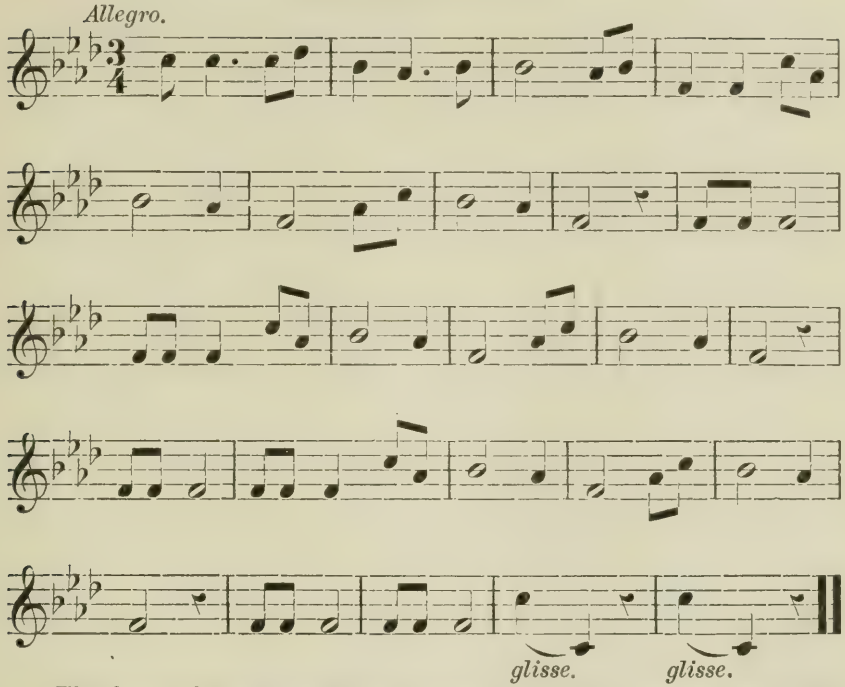


The Women's Dance Song, although short, contains several very interesting points, notably the A flat in the second measure suggesting a modulation to the sub-dominant, closely followed by the E natural which causes the close to be in the key of the dominant. The ending cannot be expressed by musical notation. It is a characteristic Indian *grunt* commencing on F and gliding down to B flat approximately.

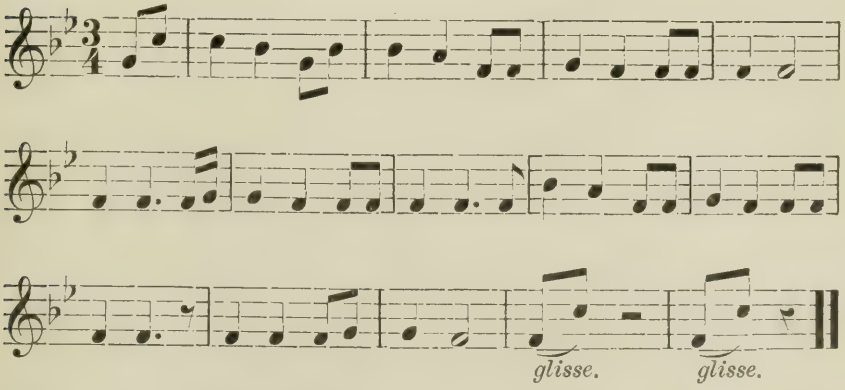
WAR DANCE SONG.



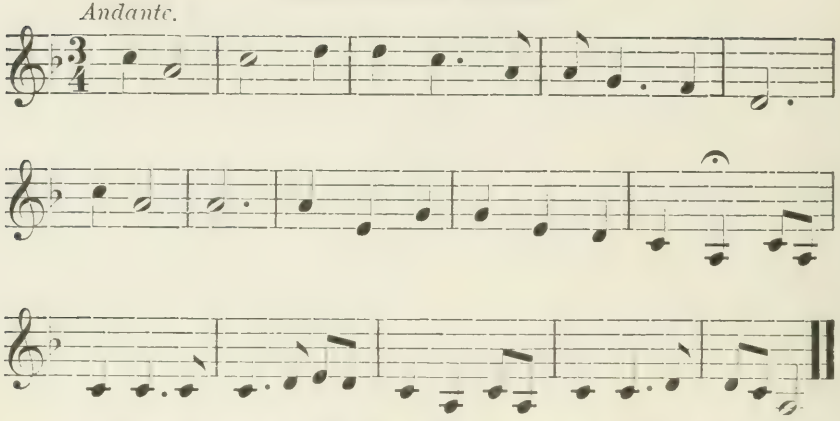
The title of the War Dance Song would naturally suggest a melody of a much bolder type than it proves to be. It is sung very slowly, the rhythm is interrupted by several pauses and it ends so low in pitch as to be almost pathetic in character. In it we have all the tones of the scale of D minor with the exception of the seventh. The minor third is, for the first time, especially prominent.

FALSE-FACE DANCE.

The Song of the False Face Dance is in the favorite key of F minor and presents a new point of interest in the repetition of a phrase of *six* measures. This repetition is carried on *ad libitum* to the close of the dance, which is embellished by the addition of two wild grunts running through the entire scale.

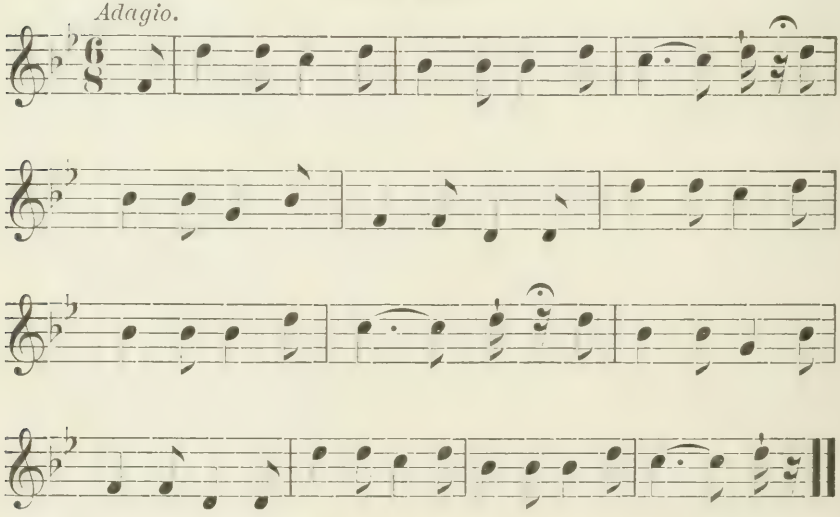
FISH DANCE SONG.



The Fish Dance Song contains another instance of six measure rhythm followed by the double grunt or whoop at the close.

SCATTERING ASHES.

In Scattering of Ashes Song the tonality is clearly that of the pentatonic scale on C. The only tone which is foreign to that scale is the F natural in the fourth measure, but this may have been E as the intonation was somewhat uncertain. It bears a strong resemblance to some of the traditional melodies native to the Highlands of Scotland, especially in the effect of the close on the interval of a minor third.

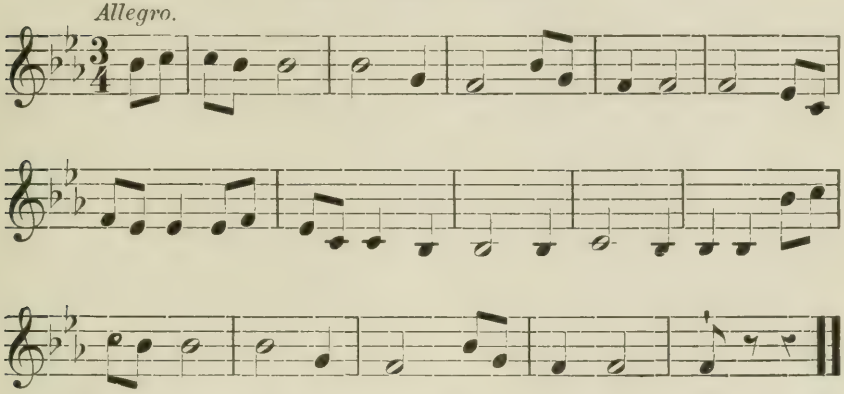
GOD SONG.



The rhythm of the God Song is more regular than is to be found in the other melodies showing traces of modern influences, but the tonality is distinctly that of the pentatonic scale of B flat the fourth

and seventh being absent. The abrupt ending of the phrase on the third measure is very striking. A marked peculiarity of this melody is the repetition of this effect at the unusual distance of *five* measures.

SKIN DANCE SONG.



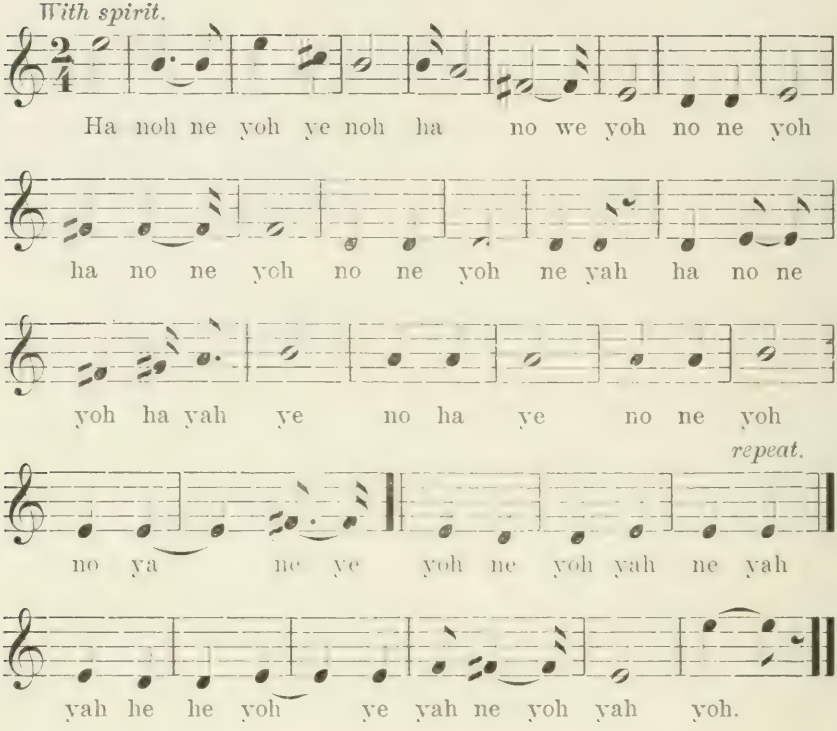
"The Skin Dance Song opens with a phrase of five measures which is repeated after the intervention of another of similar length. To ears accustomed to the more usual rhythm of four measures employed in modern music this produces a most peculiar effect. The pentatonic scale is adhered to throughout and the melody ends with characteristic abruptness on the second degree of the scale."

A friend has supplied copies of two songs—music and words, as sung by the Iroquois in New York state, but I have Mr. Cringan's authority for the statement that they are not quite correctly taken down. These will be found on the following page

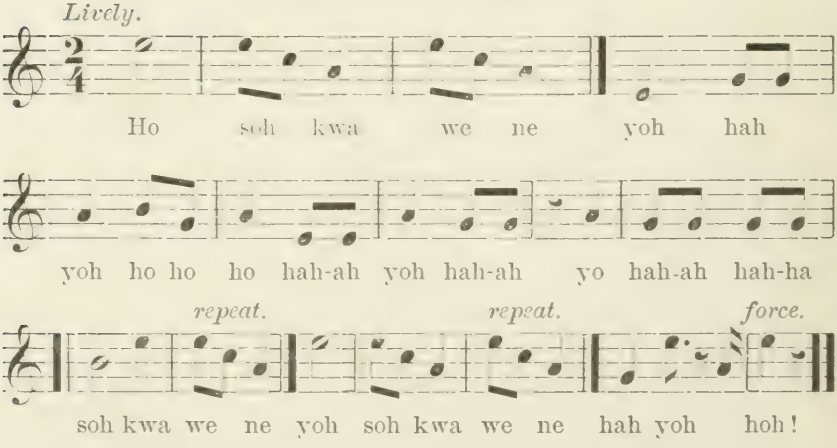
SONG-WORDS.

It has already been mentioned that among the Indians as among primitive folk in other parts of the world, song-words have in many cases lost their meaning. This may be accounted for in several ways. If the songs originated among the ancestors of those who sing them, change of language alone in the course of a few generations—certainly during a century or two—would render some of the words meaningless. Once the chain of significance is broken, general confusion ensues, for where there are no connected ideas articulate utterance possesses little value. Or, it may be, that the words have become obsolete on account of changed environment, and are retained in the song simply because of their association with the music, or because it has been customary to use certain words on certain occasions. Again, the songs

WOMEN'S DANCE SONG.


With spirit.
Ha noh ne yoh ye noh ha no we yoh no ne yoh
ha no ne yoh no ne yoh ne yah ha no ne
yoh ha yah ye no ha ye no ne yoh
repeat.
no ya ne ye yoh ne yoh yah ne yah
yah he he yoh ye yah ne yoh yah yoh.

HARVEST DANCE SONG.


Lively.
Ho soh kwa we ne yoh hah
yoh ho ho ho hah-ah yoh hah-ah yo hah-ah hah-ha
repeat.
repeat.
force.
soh kwa we ne yoh soh kwa we ne hah yoh hoh!

may have been borrowed from another people, or in some way adapted by the adopters simply on account of their jingle, or because the accompanying dance was an expressive one—in any event the words would soon become sounds only. We need not travel far afield to find examples of all these, for they occur in our own nursery and counting-out rhymes, and perhaps, too, in some of the refrains or burdens of old ballads and lyric poetry.

The examples that follow were dictated by Kanishondon (who has sung those ceremonial songs at the feasts for several years and who was brought to Toronto for this purpose) and were put in writing by Mr. Brant-Sero, (who has also, in some cases, given what he takes to be the meaning) so that we may regard them as being substantially correct, although, from what has been said, it will readily be understood that no two singers are likely to follow each other closely in "words" any more than in music.

Bear Dance Song.

"We ha hi yo ha
We ha hi yo o ho
Whe ha hi yo o ho
Whe ha hi yo o ho
Whe ha hi yo o ho"

} I am moving along a road, although you may think there is none.

Skin Dance Song.

"Yo ne wah kyia ha ho ken ni wa ka yoh,
Hyia ne wa hyia ha ho ken ni wa ka yoh,
He ken, ho ken ni wa ha hoh!
Hyia ya ne wa hyia yo ken,
Ho ken ha yoh!',

Speaks of the world's uncertainty without Rawen Niyoh's approval—nothing is made to remain.

Pigmy Dance Song.

"Wen nen go hi ah."
Sing this six times and conclude with:—
"Wen nen goh!"

} Meaning of the words not known.

Opening White Dog Song.

"Gwe a no o de-e hyia ye-e ka no.
Give a no o de-e hyia ye-e ka no,
Hyia e ka no.
Go na wen se, hyia ye-e
Ka don hyia e e
Hyia e ka no."

I now take my place here. The doings are as I have wished. I am glad I see you here.

War Dance Song.

"Hi yo ya we ho hi yo ya we ho hi
Ye wi ye ë ye ya.
Hi ya we ho hi ye hya we ho o
Hi i ya hyia we ho wi ya ya ya
We ho hi ya we hyia ya ya ya!"

I know what I behold in nature—I know and care not whether I do wrong, or whether some one else does the wrong.*

Scattering of Ashes Song.

"Ni ya we ni ya we ha ne ne ya we ha
Ni ya we ni ya we ha ni ya
We ne ni ya we ne ye ya we ne eh."

I am walking according to the wish of Rawen Niyoh.

Whether these examples be absolutely correct in respect of their native form, or even approximately so with regard to their meaning, they, at any rate, serve to illustrate the extreme simplicity of Iroquois songs, and we have no reason to surmise that there has been any deterioration as to length or complexity during the historic period. The accounts given us by early missionaries and travellers lead us to suppose that from two hundred to three hundred years ago the dance-songs were much like those in use among the present day Pagans—simple, brief repetitions; no connected recitals of heroic deeds—no rhythmic stories of love—no weaving of witchcraft, misfortune and success, all of which was left as matter for the making of speeches in council, or for entertainment round the camp fire.

*This sentence might have been composed by Walt Whitman.

SOCIETY OF THE FALSE FACES. (A-k'on-wa-rah).

According to Iroquois belief, certain spirits whose whole entity is comprehended in ugly visages, have the power to inflict bodily ailments, and to send diseases among the people. Trunkless, and, of course, limbless they lurk in dark nooks among rocks and hollow trees, and have the ability to flit from place to place in a way that "no fellow can understand."

To counteract their malign influences, societies of a secret character known as the "False Faces" are maintained among the Pagan Iroquois to appease the evil spirits from whom they take their name. These societies also claim power to charm against disease in some cases, and to effect cures in others.

In the fifth annual report to the Regents of the New York University, printed in 1852, Lewis H. Morgan, referrring to such societies says: "When anyone was sick with a complaint within the range of their healing powers, and dreamed that he saw a False-Face this was interpreted to signify that through their instrumentality he was to be cured. Having informed the mistress of the band (a woman was the medium of communication with outsiders) and prepared the customary feast, the False-Faces at once appeared, preceded by their female leader, and marching in Indian file. Each one wore a mask or false-face, a tattered blanket over his shoulders, and carried a turtle-shell rattle in his hand. On entering the house of the invalid they first stirred the ashes upon the hearth, and then sprinkled the patient over with hot ashes until his head and hair were covered; after which they performed some manipulations over him in turn, and finally led him round with them in the 'False-Face dance,' with which their ceremonies concluded. When these performances were over, the entertainment provided for the occasion was distributed to the band, and by them carried away for their private feasting, as they never unmasked themselves before the people. Among the simple complaints which the False-Faces could cure infallibly were nose-bleed, toothache, swelling and inflammation of the eyes."

On the suggestion of General Clark, I made some inquiries with respect to the existence of a False-Face society on the Grand River Reserve. For a long time I was flatly informed that there is no such organization, and one intelligent Indian assured me that he knew every one who took part in the False Face dance—that there is no attempt made at secrecy, and that so far from this being the case the dancers may be seen at any time, before and after they have assumed their disguises. Still, as statements of this kind do not prove the non-

existence of a society, although it tends to show that secrecy is not maintained in the old-fashioned way, after persistent inquiry I have learned that there is not only one, but that there are two societies of False Faces, the one in question, however, being the only *secret* one, respecting the existence of which not many Indians on the Reserve have any idea.

Membership in the False Face society (Ah k' on wa-rah) is a matter for settlement by existing members, and their choice is governed by the character of those proposed, who in addition to general good conduct are known to be capable of keeping their own counsel. Upon, or immediately after admission, no intimation reaches the outside world respecting the initiates, who are not made full members for some time, the length of which varies with the amount of interest and enthusiasm manifested by them in the work of the society, which is simply that of visiting the sick for the purpose of effecting cures. After the initiates have shown satisfactory zeal, and full membership is decided upon, an announcement is made to this effect in the Long-house, the purpose of which is thought to be that impostors may be more easily detected should any such attempt cures for the sake of gain.

Initiation, so-called, is free from anything cruel or revolting and consists merely in an introduction of the candidate with speeches by the Chief False Face and others. The following is a free translation of the Chief's speech:—

"Brothers, listen. Now you must know that we did not make this custom. The beginning is from Niyoh our Creator who is above the False Faces. A member of the False Faces must go about among the people in the spring and fall to keep them from sickness, and must visit sick people at all times when called upon. This is all I have to say."

The new man replies:—"I will act according to the ancient customs as advised by the leader of your society of which I an now a member."

Other members, as they feel disposed next address the new brother, giving him such instructions respecting his conduct and demeanor, as they see fit, or as they think suit the particular case.

At any time after the announcement of full membership in the Longhouse, should the person just received show any want of attention to his duties, he is summoned by the Chief False Face to appear before the society in a private house, where a member is appointed to "talk" to the recalcitrant brother.

Close questioning has failed to elicit that the society has any other object than the alleviation or the cure of disease.

To a very large extent the secrecy that formerly characterized the False Faces, no longer exists. Many, if not all, of the members are known, but they continue to hold meetings from which non-members are excluded. The fiction is maintained of having two

(13,196) False Face Dancer's Black Mask.

women to act as mediums of communication between the society and outsiders, but these women are only the cooks of the feast.

The present Chief False Face is Hy-joong-kwas (He tears Everything)—Abraham Buck, half brother to the late Ska-naw'-a-ti, (John Buck), for many years Fire Keeper of the Six Nations. Hy-joong-kwas on his mother's side is a Tutelo, and on his father's an Onondago. See plate XV.

SOME MYTHS.

THE FALSE FACES,* OR FLYING HEADS.

After the making of the world and its people by Rawen Niyoh, he left it for a time, but when he returned he was one day walking through an open place, following the sun, overlooking his own work, and examining the ground where the people were going to live, when his eye caught a strange, long-haired figure coming in the opposite direction. The face of this figure was red and twisted, the mouth being pulled up at the left corner.

Rawen Niyoh said to him, "Where did you come from?" to which the False Face replied, "I am the real owner of this world—I was here before you."

Rawen Niyoh said, "I think *I* am the owner of this place, because I made it."

"That may be quite true," the False Face assented, "but I have been here a long time, and I have a good claim to it, and I am stronger than you are."

"Show me how you can prove this," demanded Rawen Niyoh.

The False Face suggested that they should retire to a valley not far from two high mountains. The False face ordered one of the mountains to come nearer, and it moved close to them. Rawen Niyoh was very much surprised at the result, upon which he ordered the other mountain to approach, which it did—the two remaining so nearly together that Rawen and the False Face had barely room to get out.

Each was satisfied with this exhibition of power on the part of the other, and Rawen Niyoh said, "I think it would not be well for you to be seen here by the people who are coming to this place, because you are so ugly, for everybody would follow you to look at you."

A-k'-on-wa-rah (the False Face) agreed to this on condition that he should be allowed to claim the new people as his grandchildren and

*It is evidently improper to speak of the original beings as *False* Faces, but this is the form of expression always used by the Indians when referring to the Flying Heads.

PLATE XIX.

J. Ojijatekha Brant-Sero. (Mohawk.) Mr. Brant-Sero has spent a good many years on the British stage. He acted as assistant and interpreter to the writer in 1898.

they were to call him Grandfather. "I will help all I can," said he, "to drive away sickness from among the new people, and I am able to protect them from storms by causing the winds to go up high into the sky."

Rawen Niyoh replied, "I am sure you have much power to help the people, and you must keep this power as long as they live. We will make a bargain. They shall be your grandchildren, and you their Grandfather. They must observe a dance—the False Face Dance—at the Longhouse, forever. Now we make this bargain, which shall last as long as you, and I, and the people, and the world shall last."

Ak'onwarah replied, "It is well, and I want you to know that I am going to get much help in my good work among the people, from my brother who is black, and who will be with me, as well as from my cousin who always goes with us. He is half black and half red."

Rawen Niyoh and Ak'onwarah then separated, the former saying, "I am going towards the setting sun," and the Red False Face saying, "I go where the sun rises."

It will be seen from this story that even Rawen Niyoh is not supreme. His power is equalled by that of Ak'onwarah, and both are able to transport themselves to any part of the world at pleasure.

The fact that there are only three False Faces—one red, one black, and one half-and half is suggestive of connection with the sun-myth.

It is to be observed, also, that although nothing is here mentioned respecting the power of the False Faces to exert evil influences on mankind, it is to be understood, according to the general belief, that they have this power, and exercise it, too.

Other Versions.

For a long time many hundreds of years ago, there was no being of any kind on this island (continent?) but one False Face.

One day the Creator appeared on the scene and told the False Face that some other beings were soon going to come into the world and it would be necessary for him to keep out of the way. The False Face objected very much to this suggestion, declaring that he had been in possession for such a long time that he didn't think it was fair to remove him for the convenience of new-comers, and he succeeded so well in convincing himself of his rights that he at last refused flatly to be displaced.

After a good deal of argument on both sides, the Creator told him it was no use to talk any more about the removal—He had decided that the False Face should go, and go he must. The Creator then told

him that a hard and fast line must be drawn between their two territories. The Creator insisted on his right to mark the boundary without any interference on the part of the False Face, indeed He ordered him to turn himself away while the marking out was going on, so that he might know nothing of it until it was settled.

(17,022). Red Mask.

The False Face, with very bad grace, complied by looking in the opposite direction, but he was too much interested to remain in this position, and continued to give sly glances sidewise for the purpose of finding out how the line was being drawn. Becoming bolder after a little he turned right about to see the work, when the Creator catching him in the act, struck him such a blow on the cheek as to knock his mouth out of shape, and so it has remained until this day!

The mask shown in the illustration is thought to portray the condition of the False Face ever since.

This story is chiefly from a version by Louis Dixon.

Another way of it is that the first being, who was not a man although he looked like one, had a face red on one side and black on the other.

One day he had a talk with Rawen Niyoh, who told him that very soon real people would inhabit the earth, and there would not be any use for beings like him, although he was the only one of his kind. He objected very seriously to make way for men and women, but when he saw there was no way out of the difficulty he requested that he might be allowed to live away by himself, promising that he would allow the coming race to make masks imitating his face, the effect of which would be to charm away disease and witchcraft.

He exists, but even the Creator knows nothing regarding his origin; and where he lives there is no human being.

Among the old Ojibwas it was the custom to paint one side of the face black and the other red when asking the manitous for anything very desirable.

Origin of the Husk or Husky Masked Dances.

Once a man was travelling through the woods, and coming to an open place where there were a great many uprooted trees, forming deep holes with single walls of matted roots full of earth, he saw a number of beings quite unlike anything he had ever seen before, as they all had faces covered with, or composed of corn husks. These beings, thirty in number, were very timid—so much so that he could not get a chance to speak to them for a long time. At last he succeeded in persuading one to listen to him for a little, and him he told that he was anxious to have a talk with the chief of the Husky-faces. This meeting was brought about with some difficulty, when the chief informed the traveller that the husk-faces grew naturally on him and his family, which consisted of thirty persons, and that their kind would live always.

The Husk Face further informed the traveller to this effect, "We are able to help one another. You may help me when I need you and I may help you, I say this to you because I am not allowed to speak to your people, so let us make a bargain to be friends as long as our kinds shall live."

Accordingly the bargain was concluded and both parties have remained firm friends ever since.

The Husk Faces are able to help man in sickness, but instead of coals and ashes being required as when cures are attempted in connection with other False Faces, only cold water is employed.

None but the traveller ever saw these husk-faced men or beings before, and since that time the power of seeing them is confined to his family, but only one member of it at a time is able to perceive them. Yot-ho-reh gwen (Doubly Cold),—on the Reserve—as the living representative of the traveller, possesses this privilege.

Husk Mask Secret Society. (*Ra-tsisa.*)

In memory of this adventure and arrangement arrived at, a secret society exists. This organization differs in many respects from that of the False Faces. The members meet only three times during the year, in November, (at the same time that the False Faces meet) and the gatherings being held in private houses, those who belong to the society are well-known. On these occasions the members address each other with encouragement to maintain the old customs.

When one dies the rest choose a member to take his place from the same family if possible, but a more suitable member may be chosen from any other family, and the number of thirty is kept up to correspond with the number originally seen in the woods.

The leader is known as Sha-go-na-den-ha-weh, and the dancers are called cousins.

The Pigmies, Yagodinenyoyak (*Stone-Throwers*), and the Pigmy Dance.

A race of small people is believed to inhabit caves in rocky places. These people did not appear till long after the creation of the Indians, and are quite different from them in disposition as well as in size and appearance. Scarcely more than three feet in height and of a pale-yellow color, they dressed "all over," even in summer time, differing in this respect from the Indian.

They are not credited with any mischievous tendencies, but were rather disposed to assist the hunter in pursuit of his game. To secure the good offices of the pigmies, however, it was, as a matter of course, necessary that a feast should be given in their honor. In the old days the custom was to kill the first deer for this purpose, and as the pigmies were particularly fond of corn soup, this dish formed a prominent feature of the feast. Now-a-days a pig is sometimes killed as a substitute for the deer.

Thirty six songs are peculiar to this ceremony, during the first part of which, these, with four exceptions, are sung in accompaniment to the women's dance, in perfect darkness. Wherever a a pigmy feast is given, all these songs *must* be sung, one-half of them by the men and one half by the women. No rattle is employed in these dances, but a drum in the hands of a man is constantly in use. After the men have sung their sixteen songs, the women begin their half of the singing, continuing to dance at the same time.

At the conclusion of this second part, the room is lighted and the remaining four songs are sung by the women who dance by moving in a circle in the usual way, while the dance engaged in when the room was dark consisted of a slight alternate shuffle forwards and backwards, the dancers remaining in one place.

The pigmy-dance requires about an hour and a half, and is usually held in the house of the man or woman who gives the feast.

My informant gave it as his opinion that the portion of the ceremony performed in darkness referred to the doubt and difficulty connected with an unsuccessful hunt, while the lighting up symbolized the capture of game.

In accordance with Mohawk myth as held by some, the pigmies were fond of playing pranks by throwing stones, hence the name—Yagodinenyoyaks.

The Oh-kwa-ri-dak-san.

Dah-kah-he-dond-yeh says there is an animal that no one has ever been able to capture alive. It is called Oh-kwa-ri-dak-san. It has been killed, but it is very difficult to kill, it for the reason that as long as it is angry no shot will penetrate its skin. It is only after it becomes tired that shots have any effect, and the weaker it becomes from fatigue, the deeper they will make their way.

As soon as the oh-kwa-ri-dak-san scents a man, it sets up a fearful howl, and as this can be heard for a great distance, one has a chance of escape if not too far away from a place of shelter. Once this animal got on the track of a man, who, knowing its nature and habits, did everything he could to throw it off the scent. He climbed trees and passed from one to another along the branches—he waded along streams sometimes, and when he had to go on land, ran about zig-zag, and made great jumps. By this means he managed to reach a swamp where he remained in hiding for a time. The oh-kwa-ri-dak-san knew he was there, but could not reach him on account of the large quantity of water which was held back by means of a beaver dam, so it made a cut through the beavers' embankment to draw the water off.

As the sticks and rubbish floated through the narrow channel the cunning and cruel beast was on the watch to prevent the man from escaping in this way. The man knew this, so he waited until he saw a good big log moving off with the current which was now becoming very rapid, and he attached himself to this log in such a way that he was nearly all out of sight—only his mouth and nose being out of the water. When the log came to the cut it went through with such a rush that the oh-kwa-ri-dak-san could not stop it for examination, nor did it see the man in hiding. Thus the man got away and was carried miles down the stream.

The Bear Boy.

Told by Da-ha-wen-nond-yeh.

A long, long time ago, a man and his wife went far into the woods to hunt and trap. They took with them their baby boy. They built for themselves a shelter of branches and bark. The father was out hunting one day, and the mother went to get some water. The baby was left in the bower. A big bear came along and took the baby away.

The parents spent days and days in search of the baby, but they could not find it, so they went back to the village very sad.

Six years afterwards the hunter and his wife were in the same part of the woods. They had two dogs with them—one very fat, and one very lean. The fat dog was fat because it was a pet of the owners, and was always well used. The lean dog was lean because it was not well used. But the lean dog had a good heart, and the fat dog had a bad heart, so one day the lean dog said to the fat dog, "If I were you I would tell our master where the lair of the bear is, for master is very kind to you, and he would like to find his little boy."

The man heard this talk going on between the dogs, and next time he fed them he gave the lean one an unusually large share. This made the lean dog feel better, and the man kept on giving it plenty every time he fed it.

On the third day after he heard the dogs talk to each other, as he went out to hunt, and before very long the lean dog came to a place where it began to bark.* Nothing would make it leave the spot, and this made the man search very carefully. By-and-by he found a large hole, and this turned out to be the entrance to a bear's den.

The hunter poked long sticks into the hole, and made much noise. Then the old bear came out and he killed her, but the dog barked and barked as before, for there were still some cubs in the den. The hunter killed all the cubs, and yet the dog kept barking. The man poked away with a long pole, and at last he heard a voice say, "Don't kill me, I'm your boy." The hunter said, "Show me your paw." Out came a little hand all covered with hair. The man caught it and pulled out the child, who was crying and saying, "Don't let the dogs bite me, don't let the dogs kill me."

The child was covered with hair, and acted just like a bear.

Before all this occurred the old bear had told the boy what was going to happen, and said, "When your father sees you so hairy he will not be pleased, so you must tell him to gather berries, especially the blackberry: he must take the juice of these mixed with water as a drink, and if he will blow some of this from his mouth over your body, all the hair will come off." And it was so.

The adventures of the bear-boy are said to have originated the ceremony of Wa-dyon-nin-hos-ta-ron-da-deh, that is to say, of blowing or spraying, a somewhat singular custom, the official performance of which is confined to those who have a right to take part in the bear dance. Like many other stories, however, the probability is, rather,

* It is said that the original Indian dog could not bark.

that this one has been invented to account for a custom, the origin and meaning of which have long since been forgotten.

A Big Turtle.

That the old-time influence of imagination has not been greatly weakened in some instances at least, may be gathered from a story told me by Da-ha-wen-non-yeh.

About four years ago a Seneca, a Cayuga, and an Onondaga were together spearing pike on the southern shore of the Grand River, between Tuscarora and Caledonia. The Seneca was standing on what appeared to be a large mass of frozen, or very hard earth, which, to the surprise of every one, began to move. By-and-by they saw emerging from one end of it what they at first supposed to be a snake, but which was in reality the head of an immense turtle, for this it was that looked so much like a huge lump of earth. They all got out of the way and watched it as it made for the river, where it disappeared.

It measured at least six feet across its back, and the shell must, therefore, have been quite eight feet long!

MIXED BLOOD.

Many of the "Indians" on the Reserve are of mixed blood, and large numbers of these commonly known as "half-castes" or "half-breeds," retain much less than fifty *per cent.* of Indian blood. Occasionally the "white" name of a person may afford some clue respecting European ancestry, but as it has become customary for all to assume "white" surnames, as well as christian (though not necessarily baptismal) names, conclusions based on these are more than likely to prove fallacious. Neither is tinge of complexion a perfectly safe guide, because among Indians as among ourselves this varies considerably.

It has been said of our North-West Indians (Ojibwas, Crees and other Algonkins) many of whose women have been married to white men, especially Scots and French, that there is a noticeable difference in the offspring in accordanoe with their paternity—children, whose father was a Scotsman, taking more kindly to trade, or general business: while those of semi-French origin are more disposed to follow the ways of their mother's people. However this may be, no opportunity of a similar kind exists by means of which to make a fixed comparison in the case of the Iroquois on the Grand River Reserve, as in many of the mixed cases where white parentage is traceable, the father was an Indian and the mother a white. It is, at any rate, undoubted, that with the increase of "white" blood comes increased business capacity on the part of the individual, although it is possible to name more than one example of the pure, or almost pure, Iroquois attaining

great success in public life. The average Indian, however, no matter what may be his degree of purity, does not make a first-class farmer, or business man. His intentions may be good, and often are, but the effects of racial heredity are seldom surmounted during one lifetime, and generally assert themselves for several generations.

Physical features are less persistent than mental characteristics, but it is still possible to trace Indian lineage by this means in the case of many who are regarded as purely white. Even when the hair has assumed a more or less fair shade, it is seldom that the eyes become otherwise than dark, although blue eyes may be found among half-castes on the Reserve. The small hands and feet of the full-blooded Indian often repeat themselves "until the third and fourth generation" of mixed lineage, and the same may be said respecting high cheek bones.*

In few instances is there any attempt to conceal part Indian descent even when those concerned are regarded as white people: on the contrary, I have heard numerous expressions of pride in the possession of this blood-strain.

The young lady whose picture is shown on plate IX is a daughter of Chief Isaac Davis, and on her mother's side, claims to be connected with our greatest Admiral, Lord Nelson. Indeed, it is not hard to make one's self believe that in Miss Davis's lineaments, a striking resemblance to the old Sea-King may be seen.

This lady and her elder sister are engaged as highly successful public school teachers on the Reserve.

PERSONAL NAMES.

During the New Year or Midwinter Festival, or in the fall at the Green Corn Festival, children are presented by their parents to receive names.

After the performance of the Big Feather Dance on either occasion, the Master of Ceremonies says:— "Now, to-morrow is children's day. They will have a chance to get a name. The children will get a name in the presence and in the hearing of all the people. Now, all of you women having children to be named, bring them to

* A writer in the Orleans County (N.Y.) *Archives of Science*, for October, 1870, touching on this subject, says: "Several families of unquestionable antecedents, now show no trace whatever of aboriginal character. The prominent cheek-bones are the last to yield. The straight hair, tawny skin, and the peculiar color and expression of the Indian eye linger for a time but the fourth, and in many instances, the third generation, not merely make obscure, but obliterates them all."

From a paper entitled "Indian History in Northern Vermont," by Wm. W. Grout.

the Longhouse to-morrow to be named. After they are named we will dance the Skin Dance. This is all I have to say."

Next day, the Master of Ceremonies, referring to his address of the previous night, invites the women to bring forwards their children to receive names at once—that there should be no delay.

A small body of women (from six to eight) is appointed to consider what names ought to be given, and these women select two others (one to represent each end of the Longhouse) whose duty it is to carry the babies, and to announce to the Speaker the names determined.

The naming is apparently regarded as of national, rather than of family interest, and the wishes of the mother are therefore not supposed to be consulted, but there are Indian gossips as well as white ones, and there is no doubt that when a baby makes its appearance they discuss prematurely what it should be called, and even receive a hint from the mother should she have any preference, and should she not consider it unlucky to express a wish regarding a matter of so much importance. Ostensibly the rule adopted by the naming women is merely to take into account the gens of a child's mother and to confer a name accordingly, for certain names pertain to certain gentes, or totems, and the correct classification and applicability of such names are known only to a few of the eldest women in each nation. Among the Mohawks, Oneidas and Tuscaroras, most of whom are professing Christians, this name-system has long been disused, and any native applications they have are rather nick-names than anything else, but this does not apply to "chief-names."

When the women have decided upon a name, it is communicated to the Speaker by one of the two women who represents the child' end of the Longhouse. The Speaker then addressing the father, says: "Your child will now receive a name." The woman carrying the baby places it in the arms of the Speaker, who says, (naming the child) "Now, the boy has received a name. We give the child to you, Niyoh. You are able to make the child grow to manhood." Then, as he walks to and fro, east and west, in the middle of the Longhouse, still holding the child, he sings what sounds like a lullaby while the men in the audience accompany him with "Heh-heh-heh."

Ko-o-hyeh-e-yeh-ka-ah-no-ko,
Heh—heh—heh—heh,
O-hyeh-e-yeh-hyeh-yeh-ka-no,
Heh—heh—heh—heh,
Hwe-ke-hye-i-ka-he-e-keh,
Heh—heh—heh—heh.

Should the child cry during the singing of this song, the *hehs* of the people increase in volume.

The ceremony is now ended, and the woman takes the boy from the Speaker and gives it to the mother.

No song is sung for a girl baby, the only reason assigned for its use in connection with the boy being that it in "some way" affects his future.

When the children have been named, the two carrier-women say, "That is all we can do to-day," and the Speaker replies:—"Now, it is the ancient custom to dance the Skin Dance (Onehoreh) after the naming of children has taken place. The Skin Dance we now dance to show we are thankful for this day's doings."

When a man becomes a chief he is given a new name by which he is afterwards known, and his former name may now be given to any child.

Some names are considered lucky, and the unlucky ones are used only when the others have all been employed, but names that are unlucky in one family may be the opposite in another. New ones are not now originated.

Even among christian Indians there is considerable reticence in the utterance of names. In the domestic circle, members of the family avoid addressing each other by name, and try to attract attention by nod or other gesture. So, too, in Council: the speakers as a rule, refrain from naming each other, and when it becomes necessary to do so there is a general feeling of awkwardness.

Similarly, the term "Mr." is seldom applied by them to one another, and, as a rule each addresses the other, or refers to a third person by his christian name. The same holds good with respect to women—"Mrs." not being in common use.

Many of the present generation have no Indian names, but all the older people have both Indian and "white" names. In the latter case, when it it absolutely necessary to mention each other, it seems to be a matter of taste as to which may be employed.

When a speaker must refer to a third person whose name may be somewhat common, (as John, Peter, Isaac, or Jacob) without employing a surname, he does so by means of an inflection or intonation corresponding in some degree to the subject's style or manner of speech, be it quick, slow, hesitating, or marked by any other peculiarity, and this is done, not with mocking intention, but solely for the

purpose of enabling the listeners to identify the one mentioned. In some instances the name is coupled with that of his place of residence.

In addition to the regular given name or names, nick-names are common, and a man may be distinguished by a new one every year or two, for the Indian is an acute observer of habits, tastes, and circumstances, and takes infinite pleasure in dubbing his fellows this or that, more for the love of fun than with malicious intent.

The following list of deer gens names were supplied by Ka-nis-han-don (a Seneca). Mr. Brant-Sero has added the Mohawk equivalents with English translation :—

Ka-nis-han-don (S), Tekanessarongwaronweh (M), Sand-bar.

Tho-i-wa-heh (S), Thoriwhaareh (M), He keeps at it.

Sken-ha-di-son (S), Skayonhadihson (M), Along the other side of the stream.

Ka-yon-gwent-ha (S), Yohakenhdon (M), Fallen black dust (soot ?).

Ho-na-wa-keh-deh (S), Rohnawakehdeh (M), He carries a stream.

Ha-da-went-was (S), Radawenthos (M), Killer of many.

Ha-ka-en-yonh (S), Rakahenyonh (M), He sees with searching eyes.

Wa ha-na-di-sa-a (S), Wahanadihsa (M), He built completely.

Ka-gwen-nyen-sta (S), Yotgwennyens (M), With dignity and honor.

O-ne-e-da-i (S), Yoneraghdarih (M), Autumnal leaves ripened.

Ka-hah-do-don (S), Karadohdon (M), Upright feathers.

Thah-wean-non-di'on (S), Dadaweanodattyeh (M), He, the approaching voice.

Kah-en-i-tya-he-kgwih (S), Karonhyahraghgwenh (M), Placed on the Sky.

Hen-di-ye-yah (S), Dakahondiyak (M), Across the field.

De-yo-si-ke-gwih (S),.....(M), Shadows on the side of a house.

Ha-yen-das (S), Oyendeh (M), Wood.

Indian Place Names in Mohawk.

Collected by J. Ojijateckha Brant-Sero and Chief Alex. Hill.

Hamilton, Ohronwagonh, in the valley. T'kahehdadonh, On., * Land barrier before the entrance.

* A few additional forms marked "On." are given in Onondaga. In many cases it will be observed that the names must be of comparatively recent origin.

Simcoe, Kahediyakih, On. Land divided into lots.
Middleport, Tsikahondayenh, Open field. T'kakondayeh On.
Onondaga village, Yothahogwen, Road leaving water.
Cayuga, Gonyongonhakahhkeh, At the Tobacco people.
Dunville, Tsikanekanhodonh, Water arrested; T'kanekhadih. Big dam.
Newport, Butchnehkenha, Late Burch's.
Cainsville, Gonyonygonhakaghkeghkenha, Old Cayuga.
Tutelo Heights, Teyodirihrononkeh, Place of the Tutelo people.
Brantford, Tsikanadahereh, Property on a hill.
Paris, Tyonyonhhogenh, At the forks, (stream).
Mount Pleasant, Kanadasekkeh. New settlement.
Mohawk village, near Brantford, Kanadagonkenha, Old settlement.
Mohawk Institution, Kanadagonh,* In the settlement or village.
Dundas, Unnonwarotsherakayonneh, At the old Hut.
Ancaster, Canajoharekeh, At the black kettle hoisted on a pole.
Stony Creek, Tyotstenragwenhdareh Floored with stone slabs.
Jordan, Kayeriniwauhsen, Forty, (mile creek).
St. Catherines, Detyodenonhsakdonh, A curved building.
Niagara (district), Ohnyagara, Back of the neck, as if in anger.
Niagara Falls, Tewasenthah Falls, Thanawenthagowah On., Great stream falling.
Buffalo, Deyoseroronh, Basswood forest.
Albany, S'kanedadih, Besides the pines.
Syracuse, Onondaghkeh, On and along the Mountain.
Rochester, Kaaskon'sagonh Under the falling stream.
New York, Kanonnoh, Fresh water basin, referring to the mouth of Hudson River.
Quebec, Dekayadondarigonh, meaning somewhat obscure, but, possibly it refers to "sister mountains" or "laughter."
Montreal, Tyohtyakih, French (city).
Kingston, Kaghdarongwenh, Built a fort.
Toronto, Karondoh, Log in water.
Ottawa, Tsitkanajoh, floating kettle (money), or Katsidagwehniyoh On., chief "Council Fire."
Guelph, Thadinadonnih, They build.
St. Lawrence River, Kaghyonwagowah, Great river.
Lake Ontario, Skanyadario, Beautiful sheet of water.

*In the three foregoing Mohawk words we have what some claim to be the origin of the word *Canada*.

IROQUOIS GENTES. *

So much has been written regarding totemism and the "clan" system, so-called, that scarcely anything remains to be said, but as this report will probably fall into the hands of some to whom the subject is not quite clear, a little space may be devoted to it. †

Totemism is closely allied to fetichism, and probably sprung from it.‡ In the latter, man regards certain objects as being all-powerful to aid him, and in this respect the objects of his worship are regarded in the light of talismans or charms. In totemism, the idea of worship does not necessarily exist, and the totem is merely regarded as a name, or a symbol, common to a group of families. In the original choice of such symbol it is very strongly probable that there was involved some sort of worshipful notion, § but everything of this kind has long since disappeared from the minds of most American Indians, certainly from those of the Iroquois, the nature of whose gens system does not lend any influence to the perpetuation of such a belief, for while marriage is permissible between members of any two 'nations,' it is, or was, strictly prohibited between two of the same gens,¶ and when to this is added the fact that the children, according to the old constitution, take the gens name of the mother, it is easy to see how strong the tendency becomes to disregard supposed totemic

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* The words *clan* and *gens* are often used indescriminately. Major Powell, I think, deserves the credit of distinguishing these, by restricting the term *clan* to a group, the members of which trace their relationship through the father, and *gens* to one whose members count through the mother. The distinction was necessary and is very good, and it enables us to restrict the former name to Scottish Highland and other European groups of families, among whom, for hundreds of years, at any rate, genealogy has been traced through the father.

† Those who desire to get at the philosophy of primitive relationships should consult Morgan's "System of Consanguinity and Affinity of the Human Family," Tylor's "Primitive Culture," and Lubbock's "Origin of Civilization."

‡ Grant Allen, in his *Evolution of the Idea of God*, p. 174, thinks "The worship of totems . . . probably came from the custom of carving the totem animals on the grave-stick, or grave-board," but this is something like saying we eat because we cook.

It is safer in the meantime, at any rate, to agree with Andrew Lang, who says, that "about the origin of totemism we know nothing." Contemp. Rev. vol. LXXVII.

§ Schoolcraft says, "The totem is always some animated object, and seldon or never derived from the inanimate class of nature. Its significant importance is derived from the fact that individuals unhesitatingly trace their lineage from it."

¶ As Letourneau very aptly puts it in *The Evolution of Marriage*, Contemp. Sci. Series, p. 185, "The North American Indians are endogamous as regards the tribe, but they are exogamous as regards the clan."

influences. The family of a "Wolf" man for example, might be "Beavers," "Hawks" or "Eels," and his grandchildren "Bears," "Snipes," or "Turtles."

The following table slightly modified from Hales's "Book of Rites," shows the disposition of clans among the six nations:—

Mohawk.	Seneca.	Onondaga.	Cayuga.	Oneida.	Tuscarora.
Bear	Bear	Bear	Bear	Bear	Bear
Wolf	Wolf	Wolf	Wolf	Wolf	Wolf (yellow)
					Wolf (gray)
Turtle	Turtle	Turtle	Turtle	Turtle	Turtle (big)
					Turtle (little)
	Beaver	Beaver	Beaver		Beaver
	Deer	Deer	Deer		
	Hawk*		Hawk		
		Snipe	Snipe		Snipe
	Crane				
		Ball†			
	Eel *	Eel	Eel		Eel.

A glance at the table shows us that the Mohawks and Oneidas have but three clans, viz., the Bear, Wolf and Turtle; that all the other nations have these clans besides more: that the Tuscaroras have two kinds of Wolf, and two kinds of Turtle; that the Senecas, Onondagas, Cayugas and Tuscaroras have the Beaver; that the former three have the Deer: that the latter three have the Snipe; that the Senecas and Cayugas have the Hawk: that all except the Mohawks and Oneidas have the Eel: that only the Senecas have the Crane, and that the Onondagas alone have the Ball, which, it will be observed is the only name of an inanimate object among the twelve given.

It will readily be seen that according to the matrimonial conditions laid down among a people so divided, or, rather, so classified, combination of blood would be equalled only by confusion of clans, with a consequent tendency to lessen, and ultimately to destroy altogether any fetishtic ideas that may have been at first, connected with this or that totem.

There is scarcely any evidence to warrant the belief that our Indians habitually ranged themselves during peace or war in clans

* Intelligent Senecas assure me that they know of no Hawk or Eel gens in their nation at the present time.

† Respecting the Ball, there is a difference of opinion—some say it should be the Swallow, but most of the Indians I have spoken to have no idea what it means, although many say it is *not* Ball.

that they ever wore their totems as badges, or in any other way regarded the totem as anything but a family and distinctive name. Perhaps more attention was paid to clanship during a few of their numerous ceremonial occasions than at any other time, but even of this we have no proof. At Longhouse meetings, where the Two Brothers seat themselves at one end of the room, faced by the Four Brothers on the other, no distinction is made in the matter of clans with respect to the seats occupied.

This system of clanship and exogamous marriages is not by any means peculiar to Indian society. Among many primitive people in every part of the world it is known either to exist or to have existed, and among people more highly gifted in the arts than were the Indians, it is possible to follow the evolution of the totemic idea to what we call heraldry.

CHIEFSHIP.

The chiefship of the Iroquois is as anomalous as and confusing as is the system of gentes.

In the first place there are seventy-one chiefs, of whom fifty (some say fifty-two) are head, and the others minor chiefs.

A few of the chiefs are known as "warrior chiefs" and are the descendants of some who secured the position by appointment of the Council for bravery in action during past wars with the United States. Such appointment may result from nomination in the usual way by the women of the nominee's clan and nation, or it may be a matter of exclusive choice on the part of the Council. Appointments of this kind were no doubt intended as personal compliments, without any reversion after the death of the honored one, just as some knighthoods are to-day according to British usage, still, there are instances in which warrior chiefship has become hereditary—but by what means is not clear.

Apart from war, and in recognition of good sense and executive ability, the Councillors may select some to occupy seats with them as public administrators, and those so chosen are known as "Pine-tree"* chiefs. They may attain to the highest power among members of the Council, but the office dies with them.

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*The word here translated as pine-tree, is in its Mohawk form, Wa-ka-neh-do-den, and means *pine-pitch*, rather than pine tree, the idea being that one so appointed is *stuck on*, or made to adhere for the time being.

Official titles accompany hereditary head chiefship, as may be seen from the appended list, but minor chiefs have no such designation, for the reason that they were originally regarded as merely messengers or assistants to the heads or lords with the privilege of exercising the functions of head chiefship in Council, when the latter were unavoidably absent. Now, however, this distinction is abolished, or rather, has fallen into desuetude, and chiefs of both classes act with equal authority.

On the death of a chief the position may not be filled for a year or more—instances have occurred in which no appointment has been made for two or three years—but as a rule the choice of a successor is made within a year, by the eldest and nearest of the deceased's female relations on his mother's side. The name of the women's nominee is then placed before the Council by one of the chiefs belonging to the same nation. Should the women fail to unite on this matter, the names of two or more persons may be presented to the Council, which has the right to refuse acceptance in any case. When this happens the matter is submitted to the women for re-consideration. As a rule however, no such difficulty arises, and the Council either accepts the single nominee or selects one from the two or more whose names have been presented, after which the initiatory ceremonies are proceeded with.

A fourth class includes regents or "borrowed chiefs." On the death of a chief who leaves no one to take his place in direct line, the difficulty is overcome by the appointment of any 'fit and proper person' to act during his lifetime. Should there still be no male representative in direct line, another, and even a third borrowed chief may be appointed, but after the death of such regent, the chiefship reverts to its proper family, if there is anyone qualified to take the place.

By a fiction of Iroquois usage, if not law, the chief never dies. For an explanation of this reference may be made to the chapter on "Chiefs' Deaths."

There is no foundation for the common belief that white men are made chiefs of any kind when the Indians adopt such persons, or confer a name on those whom they wish to compliment.

Readers who desire to know more respecting the ceremony of chief-making cannot do better than refer to the Iroquois Book of Rites, by the late distinguished ethnologist and philologist, Horatio Hale.

Chiefs Forming the Council of the Six Nations.

Mohawk.

Dekarihoken	Elias Lewis,
	Abram Lewis,
Ayontwatha (Hiawatha)	David Thomas,
	Isaac Doxtater,
Sadekariwade	Peter Powliss,
	Daniel Doxtater,
Shorenhowane	Isaac Davis,
Deyonhegwen	John W. Elliott,
	Jas. C. Elliott,
Orenhrekowah	Isaac Doxtater,
Dehenakarine	Joab Martin,
	Geo. W. Hill,
Asdawenserontha	John Fraser,
	Alex. G. Smith,
	Wm. Staats.

Oneida.

Otatahete	Wm. Green,
Kanongweya	J. S. Johnson,
Deyohagawede	Nicodemus Porter,
	Joseph Porter,
Odwanaokoha	Geo. P. Hill,
	Wm. C. Hill,
Adyadonentha	Abram Hill Jacket,
	August Hill Jacket,
Owatshadeha	Arch. Jameson.

Onondaga.

Dathodahon	Nicholas Gibson,
Onesahe	Peter John Key,
Dehadkadons	Elijah Harris.
	John Jameson.
Skanadajiwak	David John.
Dehayadgwaeh	Johnson Williams.
Hononweyade	David Sky.
Hahehonk	Wm. Echo.

Kowenesedon	Peter Key, jr.
Sodegwaseh	Levi Jonathan,
Hoyoyane	Joseph Porter, jr.
Sakokeheh	Wm. P. Buck.
Skanawati	Gibson Crawford.
	Alexander Hill.
	Isaac Hill.
	Philip Hill.

Cayuga.

Dekachyon	Abram Charles,
	Jas. Sky,
Jinondawehon	Robert David,
	Franklin David,
Kadagwaseh	David General,
Soyonehs	Austin Bill,
	Samuel Kick,
Hayadroneh	Jacob Jameson,
Dyoyongo	Joseph Jacobs,
	Wm. Hill,
Deyodowakon	Joseph Henry,
	Philip Miller,
Dyonwadon	Wm. Henry.
Hadondaheha	John Henry,
Deskahe	Benj. Carpenter
Hadwenoneh	Wm. Wage,

Seneca.

Skaneodyo	John Gibson,
	George Key,
Dēhayadgwayeh	Johnson Williams,
Sadekowes	Michael Smoke,
Kanoki	David Hill.
	John Hill.
Dyonehokawe	George Gibson.
Karidawake	Joseph Green.
Nayokawaha	Wm. Williams.
Sakokaryes	Joseph Hill.
Rarewetyetha	Richard Hill.
	Nelles Monture.

Iroquois woman and child.*

DRESS.

As may be gathered from the illustrations in this report, both sexes clothe themselves mainly in European costume. This is especially true of the younger people, many of the old ones still clinging to portions of dress, which, if not absolutely primitive, mark the transition stage. Occasionally a man of advanced years may be seen in long leggins or in trousers, cut and decorated in imitation of them, and the use of moccasins is not at all uncommon, especially during mid-winter when the snow is dry. But the women are more conservative in this respect. A larger number of them not only wear leggins and moccasins, but in the matter of general dress continue to appear as did their great-grandmothers, without a special head-covering other than a handkerchief or small shawl, their gowns being ornamented with numerous silver brooches in rows or otherwise down the front (see pl. XVII. A) while the shoulders and sometimes the head, are covered with a large woolen shawl of some bright uniform color, or more frequently of an equally brilliant tartan. This is holiday attire; on every day occasions there is no display of jewelry: coarse straw hats are worn

*Although this is from a picture photographed by T. Connon, Elora, more than 40 years ago, it is "up to date."

that in no way differ from those of the men, and the shawl is seldom absent. It is probable that the constant presence of the shawl is due to its usefulness when the carrying of burdens is concerned, and it is thus a substitute for the old-time deer or bear-skin mantle employed for such purposes.

The daughters of prosperous farmers often dress themselves tastefully in strict accordance with the ruling fashions among their white friends and neighbors in Brantford and Caledonia.

DWELLING HOUSES.

Indian ideas of comfort do not correspond with ours, and yet there are many European countries in which the average peasant is less commodiously or comfortably housed than the majority of our Ontario Iroquois are. Most commonly the houses are built of logs, now and then a frame one may be seen, and still more seldom one of brick. The log houses are small, and not always remarkable for cleanliness, although one scarcely ever sees such squalid filth as may be found in those of some white people.

Plate VIII. shows the corner of a common log-house which was originally built for a school, and in pl. XVIII. B which shows the house of John Key, a structure even simpler in character is shown.

The house of Wm. Henry represented in pl. XVII. B. gives a good idea of the average residence on the Reserve, only that in this case (a unique one) the logs are placed on end, rather than horizontally.

BROTHERHOOD OF FELLOWSHIP.

(Wa-hya-den-ro-ne.)

Young men who have been brought up together, and have thus, or for some other reason conceived a strong liking for each other sometimes agree to cement this friendship by a ceremonial compact on reaching manhood.

On announcing this intention to their parents, a meeting of all the elderly people, men and women, belonging to both families is held, when a "runner" or messenger is appointed. The old men discuss the subject of the gathering (the women taking no part beyond that of listeners) and after they have decided to sanction the ceremonial brotherhood of the young men, it is decided to hold a feast. In former times the relatives of the young men went out in hunting parties to provide venison for the feast, but in these degenerate days, those who attend have to be satisfied with pork boiled in corn soup, supplied by the families of the young men.

This feast is held in the open air and the guests are invited by the "runner" who was appointed by the old men.

On the day fixed (usually during the afternoon) and while the women are preparing the food, the guests discuss the principles of brotherhood, and entertain each other by the rehearsal of incidents connected with this kind of fellowship in their own lives or in those of some they have known.

After the food has been consumed, the party removes to some place where a large log may be used as a stage, or where a simple structure has been put together for the accommodation of the "brothers" and for the "Speaker," an old man who must be a blood relation of one of the young men. Before them hang two strings of wampum* from the branch of a tree, or from a pole stuck in the ground for the purpose.

When everything is in readiness the speaker proceeds: "Brothers and Sisters, listen. Now we are met brothers and sisters and what we have to think about is these young men who have grown up together. We see them before us now. They place their strength side by side as Niyoh has given it to them. It will stay thus as long as they are able to think for themselves—so long will their agreement to be united remain.

Then turning to the young men he says: "It shall be so to you yourselves—be of one mind. It is true that we do not know how we are going to live, or which of you two must pass away from the earth first. You must be true to one another's friendship. I have a word for you especially—take care of yourselves as you go about from place to place. I say this because we cannot follow the minds of the people in the world. I say this because some people who live on the earth are not good. I will also say this, there is only one way your mind should point and that is where Niyoh lives. We believe in Him. I will also say, you see the onākorha hanging before you. It is white and black, meaning joy and sorrow. Tie your strings together forever, the white and the black. I give each of you two strings to keep you in mind of this day, and that they may be handed to those who will live after you. Do not run any risk of bad luck—this will do you harm.

You are not quite free to do whatever you please in the sight of Niyoh and ongwe (God and man). I shall say something more. The people are here gazing upon you. Very soon they will all rise, and they will shake you by the hand to show their good feeling for you and for all your relations. Your posterity must remain friends forever.

* Wampum is an Atlantic coast Algonkin word. The Iroquois word is *onā-korha*, for which I could find no English equivalent.

This is all I have to say."

The young men then step down and take a convenient position, past which all the people file, relations of the newly-made "brothers" going first. Should it be still daylight, the guests disperse to their homes, only to return after dark to take part in the dances, but if darkness has already fallen these are taken up after a slight pause. The first dance is a we-sa-sa or war dance, and other dances follow indiscriminately.

Immediately after the death of a "brother" his black onākorha is sent to the relations of the survivor, in whose keeping it remains until, as sometimes happens, the latter enters into a new brotherhood, which must be with some blood relation of his former friend, that is, having a relationship through the mother. For the carrying of the onākorha from the one family to the other, a special "runner" is appointed by the female relatives of the deceased.

Should a surviving brother decide to take another friend the ceremony of forming a compact is repeated, the former taking with him the black onakorha that belonged to the departed one, and when this is handed to the speaker, attention is directed by him to the virtues of the former owner.

When one brother is sick it is the duty of the other to nurse him —he must stay beside him all the time, and should death ensue he ought not to leave the house until after the funeral. During the wake, while speeches are made he takes no part, and in the funeral procession he walks immediately behind the coffin. At the grave, after a speech has been made by one chosen for the purpose, the surviving "brother" throws a handful of earth on the coffin, the rest of the people following his example.

After an event of this kind the survivor is supposed to avoid the house of his late brother as much as possible, and should maintain a reserved demeanor for ten days, the belief being that serious mischief will befall anyone who acts contrariwise.

When the ten days of mourning are over, his nearest relations— father and mother, or wife, as the case may be—make a feast, inviting all the deceased's companions and friends, who are expected to contribute their share of the eatables, in addition to the corn soup, the preparation of which is the duty of the hosts. When all are assembled, each relative has a portion of food allotted which may either be eaten at the time or taken away; others are served by the deceased's near relations, who are careful to give each guest a full share.

Before the food is distributed, however, the surviving friend is addressed by a chief chosen by the relatives of the dead man. The purport of this address is that the friend may now cease to mourn for his brother—that the tie of relationship has been severed, and he is presented with something that belonged to the departed—usually a shirt, coat, hat, or a whole suit of clothes, to heal the sorrow for his lost friend.

Compacts of fellowship may be made between a man and a woman, or a girl, but when this happens it precludes all possibility of marriage between contracting parties, as well as with any of their brothers or sisters.

It was no doubt, in large measure, owing to fellowship bargains of this kind that the old time Indian demand of life for life was enforced, which, much as it looked like revenge, was rather based on a determination that there should be an equilibrium of suffering, the maintenance of which was the duty of the survivors. Casuistical as this distinction may appear it constituted a great difference to the Indian whose prerogative it was to regard any enemy as a substitute for the slayer of his friend, and as an equivalent for his friend, or to accept a gift from the slayer, or from the slayer's people in compensation for the loss sustained.

According to ancient usage *all* the personal property of the dead brother passed to the survivor, but now the disposal of it is settled by the women, especially by the mother of the deceased.

It will be observed that in the forming of such brotherhoods there is nothing in connection with blood transfusion, as the purpose of the compact is purely of a friendly character, but in the old days it is affirmed that those who formed leagues for murderous or other violent purposes, mixed their blood and swallowed it as a pledge of eternal friendship.

MARRIAGE AND SEPARATION.

A marriage ceremony among the pagan Iroquois is marked by simplicity. When a young man and woman decide to become man and wife, they declare their intentions to their parents, who, thereupon, hold a joint family council, at which other relations may be present, but only the old people are allowed to take any active part in the proceedings, which consist wholly of a general consideration respecting the mutual suitability of those concerned. Should there be no family objections a day is appointed for a marriage feast at the home of the bridegroom, to which the young woman is accompanied by all

her relatives—they are said to "bring" her there.* At the conclusion of the feast, the elders (men and women) on both sides address the young couple, or, rather, those on the bridegroom's side direct their speeches to the bride, while those on her side talk to him. The remarks made refer to the duties of husband and wife, but no promises are asked or offered, except that each of the young folk may say at the conclusion of the addresses, "What you have said, I should do," or, "I will do," or "What you have said, I will remember," and thus ends the ceremony. Neither on this nor any other occasion do the Indians think of kissing each other.†

Separation is about as easily effected as marriage is, and for any cause that would hold good among whites. When complaint is made by either party a council of both families is held, at which the couple concerned are present. Explanations are heard, and the old people try to effect a reconciliation. Failing this, separation takes place at once.

After the birth of the first child, all the husband's relations accompany him and his wife to her former home, where a feast is held in honor of the child. Here the parents remain a few days before returning to their own house, where another feast is prepared.

Interested readers will at once perceive that these notes are of the most superficial kind, and that there is yet much to be learned with respect to marriage, and numerous other customs among the Indians, very much modified as they no doubt are from those of the past.

DEATH CUSTOMS.

When a death takes place the official "runner" is notified that he is wanted, and on arriving at the house he is told by the women what has happened and is requested to go around and tell all the people. Setting out on his message he shouts from time to time, "Gwā-ah! gwā-ah!"‡ and on reaching a house says, "Now, such a family has met met with a sad loss and is very sorrowful—so-and-so is dead—and you should go to the wake (*yononha*, sitting up) to-night"

In this way he goes from house to house (giving utterance at intervals to "Gwā-ah! gwā-ah!") until he has notified all concerned.

* This may be all that is left of the old time capture custom.

† Non-osculation is said to be characteristic of all Indians, yet one often sees in "thrilling tales" of Indian life that mothers embraced their doomed sons, and lovers kissed each other a last farewell. On the Grand River Reserve, I am told that mothers do sometimes kiss their babies, but this is probably a result of white example.

‡ This is what a Seneca says, but according to another statement this exclamation is used only when a chief has died, but as this information was given by a Cayuga the practice may differ to some extent among the nations.

At night he attends the wake and assists the women in their preparations. Sometimes they ask him to undertake all the funeral arrangements.

About midnight during the wake a meal is served, after which the runner asks the best speakers among the "chiefs, warriors and women" present to "say a few words" respecting the deceased, death generally, and the duty of the living. but the runner himself is not allowed to say anything. He is supposed to give his services on such occasions free, but there is at the same time a tacit understanding that he shall receive something for his trouble.

Runners are appointed by the nation for life, and there are usually two so chosen, to provide against the contingency of one being unable to act, or because it may be necessary to send out both in different directions. A runner may resign at any time and a successor is appointed at a special meeting of the nation in the Longhouse, as if he had died. Runners may be known as Kenheyonda Ronatsderisdon (death's body they look after). In their appointment gens is not taken into account.

The present Seneca runners are Kaherodon (Standing Corn), and Skayonhadison (Opposite side of the River), vulgarly known as Robert Smoke and Isaac Williams respectively.

Funerals are now conducted in white man's manner. Coffin and hearse are provided at the expense of the confederation represented by the Council.

A CHIEF'S DEATH.

When a chief is supposed to be "sick nigh unto death" it is expected that one or more of his rank should be present to receive from him the horns of office (which he is supposed to wear *) before he draws his last breath, and in this way to support the fiction that the chief never dies, or perhaps, rather, that the chiefships never dies. Should no properly qualified person be present thus to relieve the dying man of his suppositious symbols, the next best thing is to go through the ceremony of removing them before the body becomes cold, and should even this prove impossible it is the duty of the chiefs who arrive first at the house of mourning to "remove the horns." In any event, the horns are ultimately placed in the keeping of the women whose duty it is to hold them until the appoint-

* It appears probable that at one time the horns of the deer were actually worn on stated occasions by the chiefs as emblems of power, but as the custom has long since been allowed to fall into disuse, the references are now purely figurative. In the ritual of the Pagans several allusions are made to the wearing of horns.

ment of a new chief on their nomination.* It should be mentioned that when the horns are removed before a man's death, and always with his own consent, or at his own request: they are first placed at the head of his bed, and should he recover they are restored to him—once more "placed on his head," as it is said.

The runner who officiates on the death of a head chief is one of the minor order, who, by the instruction of the dead man's womenfolk carries a string of black onakorha (wampum) to some other chief, usually one who sits on the opposite side of the council-fire. As the runner goes from house to house of the chiefs he shouts from time to time "Gwā-ah! gwā-ah!" in accordance with the custom in connection with other deaths.

The yononha or wake, which may be held for one or two nights, but not more, is opened by the singing of a "sitting up" song, the singer being chosen by the persons present. All the wake songs have at intervals the repeat, "Huh-huh" or "Heh-heh." There are no dances accompanying them, but speech making is encouraged, and continues until daybreak. Funerals usually take place shortly before or after mid-day.

If the dead chief is a pagan he will be dressed in his official costume, and perhaps have a few streaks of red paint on his cheeks.†

Men, women and children attend funerals.

COUNCIL MEETINGS.

The old methods of procedure in bringing business before the council as well as during the discussion that follows, are maintained to a very large extent, as may be gathered from the subjoined account kindly furnished by Mr. E. D. Cameron, Six Nation Agent at Brantford, and as he writes that the statement has received the approval of Chief William Smith, official interpreter, and of Mr David Hill, a clerk in the office (both gentlemen being Indians) it may be regarded as authoritative.

"The council is opened by one of the chiefs of the Fire-keepers; in his remarks he refers to any event of importance which has taken

*"The women were the great power among the clans, as everywhere else. They did not hesitate when occasion required to 'knock off the horns,' as it was technically called, from the head of a chief, and to send him back to the ranks of the warriors," (Morgan's *Ancient* Society, p. 455.

This not only illustrates the figurative use of horns, but exemplifies the power exercised by the women among the Iroquois.

† The presence of red paint does not agree with the statement elsewhere made that red is a forbidden color at burials, because as my informant stated "It is too hot." There may be some reason that applies only to clothing of this color.

place since the last meeting. Death affecting any of the chiefs is particularly referred to. He thanks the Great Spirit for granting health to those who are able to attend this meeting, and closes by hoping that the Great Spirit may guide them in their deliberations for the welfare of the whole nation. When this is done the secretary of the council calls the roll; the Government Agent then replies to the opening address of the Fire-keeper, as in his remarks reference is always made to him.

It has become the custom here to have all matters submitted to the council by the agent. The council being in three divisions, on the left of the agent being the Mohawks and Senecas, to whom all matters are first submitted, when it is open for discussion: after these arrive at a decision their speaker announces their decision to the Oneidas, Cayugas, Tuscaroras and Delawares, who are seated on the right of the agent; should there be any division on the Mohawk and Seneca side, it is reported to the opposite side where the matter is carefully considered, the speakers of these bands report their decision to the Fire-keepers (Onondagas), who are seated in front of the Government Agent, then the speaker of the Mohawks and Senecas announce their decision to the Fire-keepers. should both sides agree in their decision, as a matter of course, the Fire-keepers through their speaker simply announce their decision to the speaker of the council; but if the two sides differ in any way the Fire-keepers have the deciding voice, their speaker after reviewing what has been said by both sides closes by giving their decision to the Government Agent, which is considered the Council's decision.

When all business is disposed of for the session, the Fire-keepers close the council, prior to which the roll is again called by the secretary.

The reason why the Onondaga Chiefs are called the Fire-keepers is that it was the custom in the olden times for them to build the fire around which the Council was held, to keep it burning while in session, and put it out when the council closed."

MAIZE AS FOOD.

Maize, or corn is yet among the chief articles of vegetable food among the Pagan Indians on this Reserve. It is prepared in various ways, besides being eaten in large quantities from the cob, or off the ear, when green.*

* A head, or ear of "green corn." so-called, is creamy white and of milky juiciness. In this condition white people are quite as fond of it when cooked, as Indians are, and immense quantities are consumed all over Canada and the United States. American readers will regard this informaton as purely gratuitous.

As bread, the most common form in which it is prepared is known as cake, or corn-cake, in which shape it may be eaten within an hour from the moment a clever woman undertakes to supply it fresh from the grain, in accordance with methods that owe scarcely anything to European ways and means.

Mrs. J. R. Davis was kind enough, one Sunday, during the celebration of the New Year feast, to satisfy my curiosity by going through all the operations in my presence. The desired quantity of corn, say about a gallon, is placed to steep in a mixture of water and wood ashes, the weak lye thus produced serving to loosen in from ten to fifteen minutes the hard, tough, though thin skin that covers each grain. Transferred from the pot or pail to a basket, the mass is thoroughly washed, either by dipping the basket frequently into a stream, or by pouring into it enough water to accomplish the same result. Being allowed to dry for a short time, the corn is next placed in the "Kah-ni-kah" or 'mill"—a log of hard-wood about two feet long, the upper end of which has been burnt and cut to form a semi-elliptical or half-egg-shaped hollow about nine or ten inches deep. Two persons, usually women, each grasping a heavy hard-wood pounder, or beetle, as shown in the engraving, plate VIII, proceed to strike the grain alternately with considerable force, at the same time being able by means of a deft movement to give the material an occasional half circular sweep before lifting the beetle. This is a motion requiring considerable skill, as the other operator makes no allowance for it, and any accidental contact of the two beetles would almost surely lead to the serious disfigurement of at least one countenance, and perhaps two. Indeed, even without this motion, the simple stroke is not free from danger to the uninitiated meal-maker, as I was able to learn from the presence of four or five delighted Indian faces pressing close to the window, when it was known within that I was about to use one of the beetles. When sufficiently pounded, the meal is taken from the hollow and passed through a fine sieve, the coarser portion being returned to the mill and treated as before—an operation which may be repeated several times before all the meal has been rendered fine enough. In the meantime a potful of large beans has been over the fire, and these, if now sufficiently cooked, are kneaded with the corn meal into large balls about six inches in diameter, each of which held on the left palm is quickly made to rotate horizontally, while repeated slaps with the right hand make it take the form of a disc about ten inches in diameter and an inch and a half thick. No yeast, salt, or seasoning of any kind is used. Three or four of these cakes are placed on edge in a potful of water which has

been heating for this purpose. A broad wooden spatula is used for a short time to keep the masses from adhering to one another, but very soon this difficulty is past, and the cakes are ready to be served hot in the course of fifteen or twenty minutes. Bread made in this way may be kept for several weeks. Fruit of different kinds is sometimes mixed with the dough.

It is claimed that the Indians have nearly forty methods of serving corn, but those most commonly used are the one just described, and another, in the preparation of soup, which is in demand at all public and private feasts.

DISEASE.

Desirous to know something relative to disease among the Indians on the Grand River Reserve—whether, for example, they are liable or immune to any form; what kinds of disease are most prevalent and fatal among them, and whether in these respects there is any difference between the Christians and the Pagans, I addressed notes to some of the physicians, who have been in charge during the last fifty years, and received the following courteous replies:

"FAIR HAVEN, Cayuga Co., N.Y.,
Oct. 27th, 1898.

DEAR SIR,—I will cheerfully give you any information in my power. At Christmas, 1853, I went to the Six Nation Reserve and remained until January, 1889. In the early years of that period the Pagans, in common with all Indians and Whites for many miles, suffered from malaria in its many and varied forms. After some time the country became cleared and drained, with the result that malaria was neither so prevalent nor so severe as formerly.

Consumption and scrofula were met with, but I do not think the accepted belief that there were a great many more cases of these among the Pagans than among the Whites, was proven from the facts as observed by myself.

Small-pox came among the Pagans once, but the number of cases was not very great and the deaths were very few, because the people were not only willing but anxious to be vaccinated, and vaccination never failed to protect. Not a large amount of venereal disease was found. Measles, scarlet fever, and whooping-cough about the same as among white folk.

There were some fractures and other surgical cases, but hardly as many as among the same number of white people in the same conditions.

The birth-rate was exceedingly good, but owing to unfavorable conditions too many children died, not, however, from any want of affection on the part of the parents. Criminal abortion was unknown among the Pagans and all the Six Nations.

I remain,

Yours very truly,

R. H. Dee, M.D.

Brantford, Dec. 1st, 1898.

Dear Sir,—"The Indian is very generally looked upon as an interesting character, and, from an ethnological point of view, he undoubtedly is such, for among them you may find men and women in all stages of mental development, from those who still retain many of the characteristics of the earliest historic human being to those who are abreast of modern civilization. But personal contact soon dissipates the charm of this view, and one is more inclined to find in him a very ordinary individual, possessing some of the characteristics of his forefathers as we learn of them from recognized authorities, and with other traits of character grafted on these from generations of association with the white population. The latter elements are not very interesting or desirable, nor could they be expected to be, as the white man has always considered the red one to be his lawful prey, and, at present, the Indian has developed some cunning, some shrewdness, and protected by the law of the country, sees no wrong in taking advantage in trade of either the white man or his red brother. But, as I must consider the condition of the body rather than that of the mind, I shall apply my remarks to the health of the Six Nation Indians, whose Reserve, roughly speaking, is about ten miles square, and made up of the township of Tuscarora and a small part of the township of Onondaga in the county of Brant, and a portion of the township of Oneida in the county of Haldimand, in the province of Ontario. This is the largest band of Indians in Canada located on one reserve, numbering about 4,000 members, of whom a small majority are male, and those above and below the age of twenty about equally divided. The six nations composing the band are the Mohawks, Onondagas, Cayugas, Senecas, Oneidas and Tuscaroras, a few Delawares have also been adopted, and the physical and mental characteristics of these different tribes vary

as much as those of the English, Scottish and Irish. The Mohawks are the most numerous tribe, making up one-third of the whole population, and they, with the Oneidas, Delawares and Tuscaroras profess the Christian religion, while the pagan rites and ceremonies are adhered to by one-fifth of the population, composed of most of the Onondagas, Senecas and Cayugas. The men of the band are nominally farmers, but while there are a few really good farmers among them it must be admitted that the great majority prefer an existence in which hard work does not have any place. Individually and collectively they are without ambition, and have little energy. For the most part they dwell in one, two, or three-roomed houses; cannot be considered good housekeepers; drink water from surface pools, creeks, bad wells, or the river; eat wheat bread, pork, corn and potatoes, and sleep as circumstances permit. I have seen seven members of a family sleeping in one room not more than seven by twelve feet in area. There was a stove in the room also, and three of the persons, one of whom was suffering from an attack of pneumonia, were in a single bed, while the others occupied the floor.

"The province of Ontario has a death rate of about ten per 1,000 population annually, but on the Six Nation Reserve the death rate is over thirty per 1,000 annually. The birth rate is very high, sufficiently so to enable this band to increase in membership from 2,600 in 1868 to 4,000 at the present time, notwithstanding the terrible death rate experienced. In our professional capacity, the greatest difficulties we have to contend against on this Reserve are ignorance, superstition, filth, poverty and indifference. Filth and poverty we can deal with, the indifference of those who are in good health to the sufferings of a sick neighbor or relative is sometimes very trying, but the ignorance and superstition are at times sufficient to make us despair. All Indians are superstitious, and it is not a great length of time since nearly all white people were similarly affected, but a great many of the inhabitants of the Reserve preserve all the beliefs of their ancient race. Among the Pagans it is quite common to find a patient's bed surrounded by curtains to keep him or her from being defiled by contact with the outer world. The sick person may be kept for days in this seclusion and fed on *white* chickens and *white* beans, this diet being symbolical of purity. The Indian medicine women (the Medicine Men of the present day are all fakirs who find greater recompense by dealing with white people who have faith in their pretensions) administer some medicine, usually herbs or roots, in the efficacy of which they themselves have no faith, but put all their trust in super-

stitious ceremonies, and invocations to the Great Spirit. A physician is only called after this method of treatment has proved to be of no avail, or after some intelligent advisor has succeeded in getting the patient's consent to have the doctor. This condition of affairs is, however, fast improving, and I am of the opinion it will not be many years before the Pagans will all recognize the efficacy of modern medical treatment.

"The character of disease affecting the Indian is in no way different from what would be experienced among a similiarly situated white population under similar conditions: but we have at times been particularly struck with a wonderful recuperative power shown in some cases. Let me cite in this connection for the benefit of your professional readers a case of a child eight years of age suffering from multiple tubercular abscesses fully twenty in number, and varying in capacity from half an ounce to half a pint. The larger ones were incised and the child put upon constitutional treatment, with the result of perfect recovery inside of three months. There has been no return of the disease for over a year and I may say that the child's paternal family history is more pronouncedly tubercular than that of any family my experience has ever brought me in contact with during twenty-two years practice.

"Pulmonary consumption claims a great number of victims, but, probably good reasons might be adduced for this unfortunate fact without falling back upon the theory that the Indian is constitutionally predisposed to tubercular disease. This theory, or at least the one that half-breed Indians are so predisposed, is, I think, generally received by the outside community, but after an understanding of the conditions under which these people exist I am not at all satisfied with its correctness.

"The number of cases of pneumonia which we are called upon to attend is wonderful, and I must say that they recover from the acute stages remarkably well but convalesce badly, owing to want of proper nursing and nourishment.

"There is a great deal of malaria in parts of the Reserve, and I regret to say that the number of typhoid fever cases is increasing from year to year. This disease is very fatal to these people, not because they cannot stand it as well as their white neighbors but because they do not understand the necessity of good nursing and judicious dieting. In connection with the spread of this disease it is interesting to notice how that which is intended to be useful will sometimes be utterly perverted.

"It has been known for years that parts of some of the streams flowing through the Reserve have been polluted with typhoid germs, and the digging of wells has been advocated for the purpose of preventing the Indian from using surface and creek water. In many cases wells have been dug, but there are wells and wells, and while a good one serves the purpose intended many of those which have been sunk are but a few feet deep and placed in such situations as to receive the surface water for rods around, this being to the Indian a great advantage, inasmuch as the well is not so likely to go dry, but, unfortunately, it has probably increased very materially the number of cases of typhoid fever which have affected the people.

"The number of deaths of children under one year of age is appalling, especially when it is taken into consideration that a very large percentage of them is due to preventable causes, fully thirty per cent. of them being due to congenital syphilis. I have been in doubt whether it would be wise to make any remarks in reference to this subject, but there is so great a need for a remedy that the desire for the same, I think justifies my mentioning it.

"The *nematoda* are found everywhere, affecting all ages, and it is surprising the number of *lubricoides* which find their way to the pharynx. It is not at all an uncommon thing for young adults to pick these worms from their throats or noses with their fingers.

"The relation in which these people stand to the Government is in my humble judgment a reason why the Department of Indian Affairs should guide and direct them in such a way as would tend to their improvement and well-being. The difficulties of the situation may readily be recognized, and one may sympathise with the Department in permitting the "Nations" to control their own affairs, but the underlying phases of character which prevent the people by their own action from adopting such measures for their protection and welfare, as have been found to work so much benefit to white people, should be taken into consideration. We have, in this province of Ontario, a Public Health Act which has been most successful in its operation, and we have advocated the establishment of a local board of health, under this Act, both before the Council of the Nation and the Department of Indian Affairs without avail. It is here that I may be allowed to express the opinion that the Department would be justified in putting into operation measures of acknowledged value, and which the Indians themselves do not recognize. Another matter of importance is that these people, congregated as they are in a separate community, form what might be termed a 'hospital community,' as there would be few of

them who would not be better attended in cases of serious illness or accident in one of these beneficent institutions than they can possibly be cared for in their homes. The erection of such a building for their benefit has also been advocated before the Council and the Department, and bearing in mind that this is a wealthy community, having in the neighborhood of $800,000 deposited with the Government as a capital fund, any expenditure for the maintenance of such an institution would not be a burden to the people, and would be of untold assistance in relieving distress and saving valuable lives which under present conditions must be lost. I consider the health of these people to be one of the subjects demanding attention of the general public, and I regret that for many years past there has been an apathy, an inattention on the part of the whole of Ontario to the condition under which these 4,000 natives exist.

Yours truly,

L. SECORD, M.D.,

Medical Officer, Six Nations Indians.

Dr. Secord's communication is a most suggestive one, and demands immediate attention on the part of all concerned. That among such a community as the Six Nations there should be utter ignorance of sanitation and treatment of disease is not to be wondered at when we bear in mind how difficult it has proved to awaken intelligent attention to such matters where our own people are concerned. The Indians are wards* of the Dominion, and unless the Indian Department is disposed to adopt the inhuman belief that the "best Indian is a dead Indian," steps should at once be taken to improve the condition of things on this Reserve. In the meantime affairs of all kinds on the Reserve are hanging at loose ends, while civilizing influences either find their way in by slow and devious methods or not at all. That there are churches on the Reserve, and that these do all they can, we know, but we also know how possible it is for churches to exist side by side with ignorance, and amid hot-beds of disease. Besides this, the churches are totally without influence among the Pagans, nor has the schoolmaster been able to accomplish very much, for the reason that the Pagans have not shown any desire for his services. These, however, are only rea-

* Some of the Indians themselves claim to be *allies* of Great Britain and not *wards* of Canada.

sons why the Indian Department should have attended to the needs (even if they were not the *wants*) of the people long ago. Much as any Agent may desire to effect reforms, he will find his best efforts fruitless, partly owing to the want of authority and partly because his office duties require him to be away from the Reserve most of the time. It is imperative that some one in whom the Indians have confidence should occupy the position of "guide, philosopher and friend" *on the Reserve*. It would be the duty of such a one to *advise* and to *suggest*, with power when necessary, to *eenforc* measures for domestic comfort and public health. Necessary reforms cannot be brought about all at once, some would require years and others would need the lapse of a generation, but the suggestion offered by Dr. Secord, respecting the establishment of a Reserve hospital, is one that the Indian Department cannot take into consideration too soon. The mortality among the Six Nations, especially, as Dr. Secord says, "of children under one year of age is appalling," much of which, as he points out, is preventable. His statements respecting the present condition of things must be received by almost every one with astonishment, not unmingled with disgust and indignation. It is almost incredible that we should have in our midst a population of about 4,000 persons many of whom are the prey of preventable disease on account, mainly, of comparatively easy preventable ignorance.

My own opinion is that the Indians are amenable to reason, much more so, indeed, than many people suppose, and if properly, that is, judiciously, approached, a large amount of improvement might be effected in various ways, all tending to comfort in the homes and, consequently, to the general well-being. We send "instructors" to our red brethren in the North-West, why not to those at our own doors?

Our Pagan friends on the Grand River Reserve demand our sympathy—they occupy the position of a people within a people—a large number of them cannot speak English, and are thus by necessity as well as by inclination isolated from elevating influences; with good reason they are suspicious of "white" interference, but, notwithstanding these and other difficulties, it is time to save them from themselves. Along this line, as well as along some others, the Indian Department at Ottawa may, if it will, effect many reforms with the consent of the people, while there is room for a few others even should the people make a show of opposition.

Both agent and medical man should have more authority to act with the Indian Council in bringing about improvements. Dr. Secord is painfully aware of the situation, but is powerless to effect any reform.

The "Nations" maintain a hearse and supply coffins for all "the chiefs, warriors, women and children" who are buried on the Reserve, and surely nothing can be more reasonable that that the communal fund should be drawn upon to preserve the lives of those for whom it provides means to be handsomely interred.

In a word, the Indians actually invite disease, and seem to pay gladly for deaths.

The first step towards radical improvement would be to teach every Indian to speak and read English.

ARCHÆOLOGICAL NOTES. VICTORIA COUNTY.

By G. E. Laidlaw.

The material from this section has not accumulated as plentifully as one would wish for this season. Nevertheless several places were examined and some things new were obtained, which may add to the knowledge already possessed. Specimens were also gotten from known sites, and isolated places that may be of use in comparing with relics from other localities.

Relics.

From Chas. Youill, Thorah Township, N. Ontario county, a large square tablet or gorget, of very fine workmanship, two holed, material dark green, Huronian slate, was one of several found as a câche on his farm. See Report '97-'98, p. 63.

Mr. John Armour, Victoria Road P.O., gives a copper implement resembling the one figured on p. 60, Arch. Rep. '90-'91 (fig. 145), but is about 2 inches less in length, and has fewer teeth, length measured on a chord across the curve 11 inches—the tang being 1 inch; breadth at butt 2 1-5 inches at top, before it curves into a round point, 1 inch. Narrowest breadth of tang 1 inch. Thickness uniform, a shade less than $\frac{1}{8}$ inch, which dwindles to 1-16 inch at top, and 1-40 at convex edge; weight $7\frac{3}{4}$ ounces avoir. The teeth number 11 and are very distinct with the exception of the two top ones. The thickness of the blade between the teeth is the same as the rest of the blade, and by the marks exhibited on one surface of the teeth, shows that they were drawn out by a punch, or some similar tool, from *one* side of the implement, the other side of the teeth being in the same *plane* as of *that* side of the implement and showing no tool marks. The teeth are drawn out from 1-20 inch to 1-40 inch in thickness at their edges. This specimen was found under a large pine stump by Mr. Armour,

while stumping, about five or six years ago, on block B., Bexley distant, two miles west from Balsam Lake and one mile north of the old Huron trail or portage. The stump was burnt before the cortical layers could be counted.

Alex. Miles, foreman on Trent Canal, gives a curious little copper scraper or flesher, resembling a modern hash knife, which was found in excavating a bank of clay gravel—recent formation, at a depth of eight feet, a layer of that thickness having been removed, the relic was found near the top of the next layer. Length of blade 3 2-5 inches, breadth 7-8 inch, thickness 1-16 inch, length of tines 1 2-5 inches, points of tines are about 2 2-5 inches apart, and are a little thicker than the slightly semi-circular blade, from which they recurve at greater angles than right angles, weight about 5-8 oz. avoir. This type may be taken as an advance upon the semi-lunar slate knife, and can be classed as a woman's knife, to whose work it was eminently adapted. The tines being driven into a handle of some three or four inches in length, it could be used in the manner of a saddler's knife. Clarence B. Moore suggests that the flesher type of copper implements may be of native manufacture, after a white man's model. Found at the crossing of the Trent Canal with the Portage Road, lot 52, Eldon Township, Corresponding with such men as Clarence B. Moore, Stewart Culin, C. C. Willoughby, E. F. Wyman and others, it seems that the above two types occur in the North Western States. The flesher type occurs more frequently on the Michigan lake shore than inland, and one having identically the same outline as the above, being found at Two Rivers, Wis., this summer; a few specimens exist in the cabinets of the western collectors. The large curved type occurs in the Lake Superior district, near the Portage ship canal. Some specimens are in the Field Columbian Museum, and in private cabinets.

Mr. A. C. McRae, of Beaverton, places a small copper spear head of the "bayonet" type on loan. Surface find near Beaverton in '97. Length 5 inches, of which the socket is $2\frac{1}{8}$ inches, breadth 11-16 inch, greatest thickness 3-16 inch, shoulders rounded, socket well pronounced and made to hold a larger shaft than an arrow, and was provided with a small tang at the end which turned in, holding the shaft from slipping, but which is now unfortunately broken off; weight $1\frac{3}{8}$ oz. avoir., shape similar to the one figured on p. 55, Rep. 1887, which also was found north-east of Toronto.

These particular details of above copper relics are given in order to fix the geographical distribution of types.

Mr. Chas. Gusty, Kirkfield, gives some bone beads and a bone harpoon having two barbs on one side and three on the other, the first of this type observed here.

G. Fox, Dalrymple P.O., Mud Lake Carden, gives a fragment of large horn, two celts, and a slate gouge, the latter being grooved from bit to poll and is the first of that particular sort, noted from this section.

W. Richardson, La Fontaine P.O., Tiny township, sends a clay pipe of the Huron type, and two steel knives, from a site on Cedar Point, Lake Huron, opposite Christian Island, supposed to be the Huron town of Toanché.

D. Smith, Coboconk, a large pipe stem and a mask from a clay pipe.

F. Widdis, n. half lot 4, N. W. B. Bexley, a perfect cornet clay pipe, square top.

Moses Mitchell, Elden, gives a miniature celt and two ordinary celts,

J. Waterson, Kirkfield, gives an unfinished implement of limestone in shape of a truncated cone, with a groove completely around it just immediately above the base. The base has a perforation started. Dimensions, $2\frac{3}{4}$ inches long, 1 9-16 inches diameter at base, and 1 5-16 at top, grove $\frac{5}{8}$ inch wide and 3-16 deep, also a soapstone disc, perforated, and a pottery disc from lot 37, concession 7, S. P.R. Eldon, found in '96.

Dougald Brown, celt from Fenelon Falls.

W. Neal, Victoria Road, celt from neighborhood.

W. Mitchell, Kirkfield, a modern war club, having a knob head with a spike or iron blade set in, formerly in the possession of the late Admiral Van Sittart.

Several visits were made to sites explored last year, with the following results:

Number 10, lot 44, S. P. R. Eldon yielded bone, beads of bone, clay, and polished soapstone, a mask from a pipe, a toy clay pipe, discs of pottery and stone, one having a groove on one side, rubbing stones, graphite and marine shells,

Number 3, lot 5, concession 5, Bexley, produced discs of stone and pottery, perforated and unperforated, bone awls and horn implements, bone beads, perforated marine shells, and a flint knife, curved, $2\frac{3}{4}$ inches

long by $\frac{7}{8}$ broad. It in very rare that chipped flint implements are found on sites here; also a cylinder of soapstone 1 7-16 inch by 1 inch, gooved around the middle as if the intention was to cut it in two parts to make beads, this specimen has also a perforation started in one end; a fragment of a four sided clay pipe having a mask—human—at each corner, the intervening spaces being occupied by a series of circular indents; perforated canine tusks and hammer stones, both hand and degraded celts.

Number 8, head of Portage, Balsam Lake, gives a blocked out adze or celt of greenstone, an ovate flint knife $2\frac{3}{8}$ inches by 1 3-16, very thin; a triangular scraper and a borer of flint.

Number 20, block E., Bexley Lake Shore, a number of fragments of human bones were found buried in a heap about 18 inches below surface, comprising mainly portions of skull, jaws and the larger bones.

Number 2, lot 22, concession 3, Eldon, furnished three circular hammer stones, a stone gouge pecked into shape, but not polished, having a chip out of the under side of edge which had been subsequently treated to remove the flaw by grinding; a small chisel, a rubbing stone, some perforated marine shells, pottery discs, bone awls and beads, bears' tusks, a silurian spiral fossil (Murchisonia ?), besides a number of ovoid and spheroid stones up to a goose egg in size, which may have been pot boilers, missiles, or those stones remarked upon by the Jesuits, which the sorcerers held red hot in their hands or mouth in performing their witchcraft, see Jesuit Relation, Vol 14. These stones occur quite frequently in ash beds, so much so, as to cause their presence to be remarked by investigators,

Number 6, site Smith's lot 18, Gull River Range, Bexley, a blocked out soapstone pipe, worked soapstone pebble, and a portion of a soapstone pipe in process of manufacture.

Number 14, Rumney's lots 56 and 57, front range, Somerville township, celts, pottery, clay pipes, plate mica, bone implements and rubbing stone.

Number 7, lots west half 5 and 6, concession 2, Bexley, large fragments of pottery, a large gouge, which has been used, but is still in the process of making as evidenced by the shallow pecked groove existing the whole length of the implement, but does not come deep enough to meet the lip or edge which shows marks of usage; some large turtle egg shells, a few pottery discs, etc., were obtained in examining the surfaces of a half dozen or new ash beds, exposed by the clearing of a piece of thicket this year, but as grain was on the place no digging could be done.

Pits.

Referring to the pits mentioned in last year's report, p. 56, I visited those situtated on J. Chrysler's, Mud Lake, Garden township, to verify statements made concerning them and others in the neighborhood. I found in conversing with Mr. Chrysler and others, that the three connected pits were formerly 20 feet deep, with almost straight walls, the earth partitions between them were almost up to the surrounding surface, which was level, and no embankments existed around the mouths of the pits. The single pit to the north was about 15 feet deep, and all had saucer-shaped bottoms They were supposed by the residents to have been used by the Indians as "game pits" especially to drive deer into; I cannot accept this idea of their construction for that purpose, when we know that the Indians could far easier kill deer by still hunting than driving them to the pits, not taking into account the labor necessary for their construction, and for the construction also of wings leading to them, necessary to head the game in that direction.

Fifty rods to east of pits is a slight valley bounded on the east by a limestone ridge, existed an ancient village of five or six acres in extent, ash-beds, pottery, celts, etc. were plentiful when the place was cleared by Mr. Chrysler forty years ago.

A short distance to the north existed a modern Indian camp site, on a place called the "Indian clearing," now grown up with large sized trees of second growth, the Mississaugas grew corn here sixty years ago, according to "Squire Joe" an aged Indian of the Rama Reserve. French axes, iron tomahawks and steel knives have been found here, also more ancient relics such as clay pipes, pottery, celts, flint arrowheads, a few slate gouges, a copper knife, and a red stone pipe.

The above pits were propably the natural results of drainage by the spring which came out of the bank lower down to the south, and were artificially shaped by the inhabitants of the village to the east, for religious, storage, secretive, or defensive purposes.

On S. Fox's place, lot 13, concession 2, Carden, were three smaller pits in a row, bearing north and south, these were about 12 feet deep and 5 feet wide, a spring came out below them about 5 rods away. They were distant about one mile from Chrysler's pits on the south side of a valley running between them.

Also on Irwin's farm, south half lot 15, concession 2, Carden there were four pits separate, but two were close together. In the spring the land to the extent of five or six acres around them is flooded, and the water is supposed to recede through the pits.

On Heron's Island, Mud Lake, there are traces of modern graves, but they have been opened and contents removed. They were probably the graves of the Mississaugas who were resident in the vicinity before being removed to Rama Reserve.

The following has been added to the list of village sites. No. 22, Chrysler's lot 17, con. 3, Carden township, N. Victoria.

Remarks.

The black clay pipe so frequently found may have been colored by the process described by Otis T. Mason in "Primitive Woman," used for coloring pottery, viz.:—When the article was nearly baked, the fire was raked away and a large amount of fresh green fuel of some sort added, which gave a dense smoke and produced the necessary effect.

It has been suggested that the large "bunts" or rounded scrapers were attached to a shaft and used as ice chisels. They do not seem to have been found very far south; also that the discs with slight perforations on one side, were so marked in order to distinguish a particular side. This is somewhat analagous to the plum stones that were used in gambling games by the Huron-Iroquois peoples, being colored on one side.

I took several extended trips north throughout the granitic region, in order to determine whether any sites, etc, existed there but could not find or hear of any, see p. 13, Report 1897-98. It is also a significant fact that no grave-yards, with one exception, have been found in the vicinity of village sites here. Where did they bury their dead? Were they removed for ossuary burial elsewhere? It is not such a long distance to the Huron country, could they have been transported thither?

In "Rambles and Studies in Bosnia," etc., by Robert Munro, in describing a neolithic site at Butmir, p. 102, referring to the finding of clay weights, (perforated discs) he says, "The workmen came upon sixty-five perforated clay weights of reddish color arranged in two circular rows. They are round and are of nearly unform size. Their diameters being within 5.5 c.m. and 6. c.m. and their weight within 3 and 4 c.m., one of which lay in the middle being exceptionally large measuring 9.5 c.m. in diam. by 4.5 in height, "He then goes on to compare them with net weights used by the people of Bilioc, concluding that a net had been deposited here with its weight attached, the net decaying leaving the weights. Might not this theory account for some

of the larger perforated discs, both of stone and pottery found on the sites here? It being admitted at the same time the use of notched pebbles for the same purpose, but which have not been observed here as yet; also in the same work, p. 103, he mentions charred corn in connection with charcoal, explaining, p. 123, that "the hardening of grain for mealing purposes can be readily effected by holding a bundle of the ears of corn for a few minutes over a white flame made from withered straw or other combustible material. In this manner corn can be dried ground and baked within an hour from the time it was growing in the field. Is this applicable to Indian corn or maize, and would it account for all the corn in our ash beds, or would that quantity be augmented from corn spilt from broken pots, or from the boiling over of pots? It is said that corn if fire charred would not exist long, decaying very quickly. What is called "charred corn" in our ash beds and câches results from carbonization.

Note.—In reference to the large pits being used as game pits to drive deer into. It is possible that they could be used as such, especially in connection with wings or pieces of brush-wood, timber, etc. Similar to the drives of the Bœthucs of Newfoundland, and the pis'kuns of Blackfeet and Algonquin nations, in the North West, but these two peoples had game in large bodies to operate with, such as herds of caribou in their annual migration, and bands of buffalo, and they killed enough at one time to do the tribe a considerable period, whereas the red deer being non-gregarious, at the most only going in bunches of less than half dozen, they could not be gotten together in enough numbers in one district, to make it necessary to construct these pits and lengthy wings, for their slaughter on a wholesale scale."

Corrections.

Under the head of "Texile Work," p. 26 in last report, reference was made to some fragments of cloth thought to have been found by Mr. Clarence B. Moor in Florida during his extensive and exhaustive explorations in that State. Mr. Moore writes that "the specimens of carbonized fabrics were found with a burial below the base of the larger Van Meter Mound, near Piketon, Ohio." This mound was opened and examined by Mr. Gerard Fowke, under the direction of Mr. Moore, during the summer of 1894.

Of this work Mr. Fowke reported to Mr. Moore:—"Lying on the top of the charcoal where it was thickest was a considerable quantity of charred cloth, showing at least four distinct methods of weaving,

there was also much of what seemed to be fur, or some such material; the latter was soft as soot, while some of the cloth was fairly well preserved, a very little of it showing scarcely any mark of burning.*

Mr. Moore assures me that he wrote the particulars respecting this find when he so generously sent the specimens, but I am sorry to say the letter did not reach me, and as he had forwarded not long before, several stone and shell tools and a number of shell beads from the Florida Mounds examined by himself the previous winter, I supposed that all the material came from the same place—another of the lessons we are constantly learning, and which teach us that we cannot exercise too much care where there is even the remotest appearance of doubt.

In acknowledging the gift of specimens last year from Dr. W. L T. Addison, then of Barrie, but now of Byng Inlet, the name of his brother, the Rev. Arthur P. Addison of South River, should have been mentioned, as it was largely through his efforts that the excellent Addison Collection was brought together, and this correction is made with great pleasure, although mingled with regret that the omission should have occurred.

APPENDIX (A).

When the Delawares became incorporated with the Six Nations they were compelled to wear either really, or figuratively, white shirts as overdresses, besides other marks of humiliation, and were regarded as "women" by their adopters. In due course this stigma was removed. David Zeisberger, in his diary, 1781-1798, mentions that on Monday, June 15th, 1795, "Capt. Brant came through here [Fairfield, on the Thames, Ontario] with his suite in six canoes," and no doubt he gave the Moravian missionary the information following, viz., "That the Six Nations had now made the Delawares men, [by the treaty of Greenville, 1794] . . . They had, among other ceremonies, shorn an Indian's head leaving only a little hair at the top, adorned with white feathers, as the warriors are accustomed to do, and painted him. They left him no clothing except a breech-clout, and put a war-beetle into his hands, and then presented him to the Delawares with these words: 'Cousin, before times we put on thee a woman's garment; hung at thy side a calabash, with oil to anoint thy head; put into thy hand a grubbing axe and a pestle, to plant corn and to grind it, together with other house-gear, and told thee to

Proceedings of the Academy of Natural Sciences of Philadelphia for 1894, p. 311.

support thyself by agriculture, together with thy children, and to trouble thyself about nothing else. Now we cut in two the band wherewith the garment is bound, and throw it among these thick, dark bushes, whence no man shall bring it again or he must die. Thou art thus no longer in thy former form, but thy form is like this Indian's, whom we now present to thee, that thou mayest see who thou now art, and instead of grubbing axe and corn pestle, we put into thy hand a war-beetle and feathers upon thy head. Thou goest about now like a man.' 'Thus,' Zeisberger adds, 'they have made the Delaware nation not only into men, but into warriors.'" Vol. II, pp. 419-420.

Many of the Ojibwas and some of the Delawares themselves suspected the motives of the Iroquois in re-masculating the latter, believing that "the Six Nations, and especially the Mohawks on the British territory, have not only made the Delaware Nation into men but into warriors, to encourage them to continue war against the States, and take it up anew, so that if they reached their end and the Delawares began war anew against the States, they would accuse them to the States and say, 'These are they who are fractious and will not have peace. Let us all fall upon them and root them out.'" That this was their purpose was seen from what follows: "The Mohawks have thereupon, for the third time, sent to the Chippewas [Ojibwas] a finger's length from a war-belt fathoms long, and offered them the Delaware Nation, or permitted them to make broth thereof." (i.e., to make way with them.)

Brant, himself, was said to be implicated, so that on this account "he could not go to the treaty as he had intended," when he heard that the secret had leaked out.*

To the foregoing brief account of the unmaking and making of the Delawares, it should be added that they, themselves, declared they were inveigled by the Iroquois into the original compact, on the plea of the latter that if the Delawares would consent to be reckoned as women they would thus be able to exercise great influence as peace-makers.

Regard the arrangment as we may, it was a very remarkable one, and serves to to bring out in strong light, the extravagant symbolism that characterized the Indian in many of his ways.

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* *See Zeisberger's Diary*, vol. II, p. 416.

For a beautiful copy of these volumes, I am indebted to my friend, Mr. Robert Clarke, publisher, Cincinnati, Ohio.

APPENDIX (B).

List of Indian Dances. *

Indian names in Seneca :—

1.	O-sto-weh'go-wä, ‡ Great Feather Dance	For both sexes.
2.	Gä-ná-o-uh ‡ Great Thanksgiving Dance	" "
3.	Da-yun'-da-nes-hunt-hä, Dance with joined hands	" "
4.	Ga-dä'-shoté * Trotting Dance	" "
5.	O-ta-wá-ga-kä *† North Dance	" "
6.	Je-hä'-ya, Antique Dance	" "
7.	Gä'-no-jit'-ga-o, Taking the kettle out	" "
8.	Ga-so-wä'-o-no, * Fish Dance	" "
9.	Os-ko-dä'-ta, Shaking the Bush	" "
10.	Ga-nó-ga-yo, ‡ Rattle Dance	" "
11.	So-wek-o-an'-no, ‡ Duck Dance	" "
12.	Jä kó-wä-o-an-no, Pigeon Dance	" "
13.	Gak-sä'-gä-ne-a, † Grinding Dishes Dance ...	" "
14.	Gä-só-a † Knee Rattle Dance	" "
15.	O-ke-wa, Dance for the Dead	For females.
16.	O-as-ka-né-a, Shuffle Dance	" "
17.	Da-swä-da-né-a, Tumbling Dance	" "
18.	G'ä-ne-ä'-seh-o, † Turtle Dance	" "
19.	Un-dä-da-o-at'-hä, Initiation Dance for girls ..	" "
20.	Un-to-wé-sus, Shuffle Dance	" "
21.	Da-yo-dä'-sun-da-e-go, Dark Dance	" "
22.	Wä-sä'-seh, *‡ Sioux, or War Dance	For males.
23.	Da-gé-ya-go-o-an'-no, Buffalo Dance	" "
24.	Ne-ä'-gwi-o-an'-no, * Bear Dance	" "
25.	Wä-a-nó-a, † Striking-the-Stick Dance	" "
26.	Ne-ho-sä-den'-da † Squat Dance	" "
27.	Gä-na-un'-dä-do, *‡ Scalp Dance	" "
28.	Un-de-a-ne-suk'-tä, Track Finding Dance	" "
29.	Eh-nes'-hen-do, † Arm Shaking Dance	" "
30.	Gä-gó-sä, False Face Dance	" "
31.	Gä-jé-sa, " " "	" "
32.	Un-da-de-a-dus'-shun-ne-at'-hä, † Preparation Dance	" "

Thus marked * are of foreign origin; thus † are obsolete; and thus ‡ are costume dances.

The above list does not include the Maple Dance, the Green Corn Dance, the Snake Dance, and more important still, the Covered Skin Dance.

* Morgan's "League of the Iroquois," p. 290.

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